DOCUMENT RESUME

ED 332 486 EC 300 351

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TITLE The CO-CEP Initiative: The Cooperative Career Employment Program for Seriously Emotionally Disturbed Adolescents.
INSTITUTION Fairfax County Schools, Va.
PUB DATE Apr 91
NOTE 81p.; Paper presented at the Annual Convention of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991). Appendixes (p.40-81) printed on colored paper and of variable print quality.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Career Counseling; *Career Education; Career Exploration; Cooperative Education; Education Work Relationship; *Emotional Disturbances; Field Trips; High Schools; Individualized Instruction; Interviews; Job Placement; Role Playing; *School Business Relationship; School Community Relationship; Self Esteem
IDENTIFIERS Fairfax County Schools VA

ABSTRACT

The document is based on a panel presentation describing the development, implementation, and evaluation of a Fairfax County (Virginia) program, the Cooperative Career Employment Program (CO-CEP) for Seriously Emotionally Disturbed Adolescents. The program is provided to students in a self-contained high school setting and involves the collaborative integration of a school-based team and business partnership consortium. The program's four components are: (1) career orientation; (2) occupational exploration; (3) employment research and experience; and (4) individual cooperative career planning. The involvement of a local corporation has resulted in a jointly developed Business--School Adoption Agreement, a self-esteem group, a scholarship fund, an honor roll incentive program, and a student-of-the-month program. The program includes individualized instruction, career counseling, job placement, shadowing, and field trips to job sites. Role playing interviews are videotaped and critiqued by a corporation management team. Most of the document consists of a description of the objectives, implementation strategies, and resources of four advisory councils consisting of either parents, employers, teachers, or students. Separate appendixes include public relations materials, program forms, checklists, advisory council meeting agendas, evaluation forms, and reprints. (DB)

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THE CO-CEP INITIATIVE

The Cooperative Career Employment Program for Seriously Emotionally Disturbed Adolescents

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CEC Convention 1991

Atlanta, Georgia

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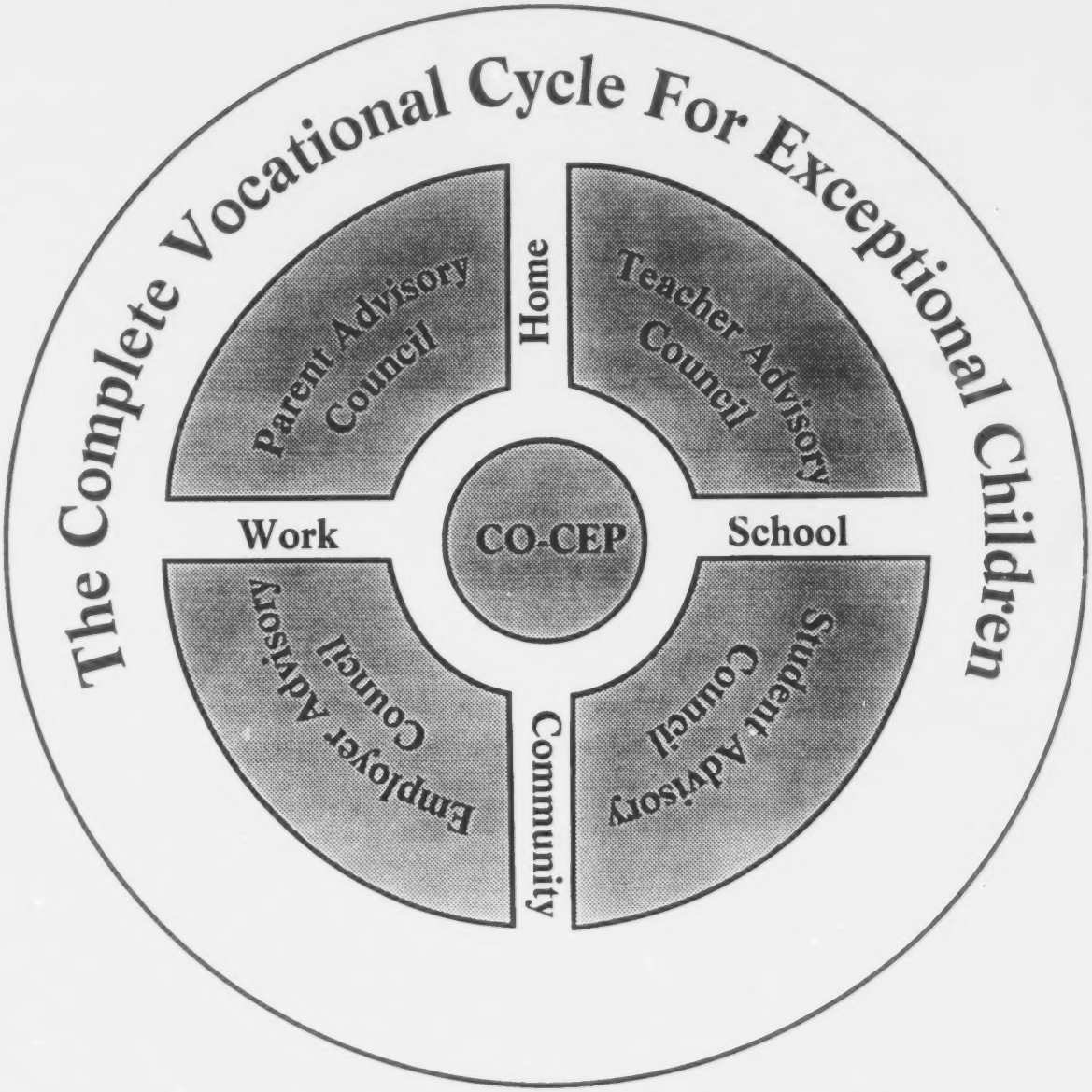

The Vocational Support Wheel for the Seriously Emotionally Disturbed Student

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Abstract

CO-CEP The Cooperative Career Employment Program for Seriously Emotionally Disturbed Adolescents

The purpose of this panel presentation is to highlight the development, implementation, and evaluation of the Cooperative Career Employment Program for Seriously Emotionally Disturbed Adolescents. These students are served in a self-contained high school setting within the Fairfax County Public Schools in northern Virginia.

The program involves the collaborative integration of a school-based team and business partnership consortium. The combined efforts of these two groups are aimed at the facilitation and development of critical and necessary employment skills needed by our "at risk" students to succeed in the world of work. Our goal is to smooth the way for a successful transition of our students to community-based settings during high school and upon graduation. The four components of the Cooperative Career Employment Program include:

(1) Career Orientation,

(2) Occupational Exploration,

(3) Employment Research and experience, and

(4) Individual Cooperative Career Planning.

The rationale for the integration and incorporation of a career component into the total academic program stems from the fact that less than 20% of our current students pursue advanced education upon graduation from high school. It therefore becomes imperative that the high school program address the vocational education, training, and work experience needs of our students to insure their success in the real-life work world. The Cooperative Career Employment Program accomplishes this goal by integrating career-related courses and activities into the total program for seriously emotionally

disturbed adolescents. The entry of a student at each level of the program is determined by both objective and subjective measures of individual readiness.

The unique involvement of a business-partnership team at all levels of the program's operation, affords our students immediate reality checks of their progress with a management team from The Southland Corporation, our business partner since the Fall of 1989. As a result of a jointly developed Business - School Adoption Agreement, a self-esteem group, scholarship fund, honor roll incentive program, and student-of-the-month initiative have all been incorporated at Quander Road Center into our total school program. Role-played interviews are videotaped and critiqued by a management team from Southland, providing students with knowledge of his strengths and weaknesses that can then be utilized in a real job interview. Individualized instruction, career counseling, job placement, shadowing, and field trips to job sites are all combined to attest to the broad scope of the total CO-CEP initiative.

Type of Program:

The program is a panel presentation with moderator and the facilitator of each of the four advisory councils. The role of the business partnership will be incorporated throughout. A question-answer session will be led by the moderator, followed by the distribution of a program packet with representative materials and resources for each of the four components.

Introduction

CO-CEP, The Cooperative Career Employment Program for Seriously Emotionally Disturbed adolescents evolved out of the belief that this population of "at risk" students needed a functioning and integrated support system if they were to become successful in the workplace. Further, it was felt that this support system should be comprised of all those groups and individuals who impact on the student's life during their secondary school experience.

A survey of our own recent graduates revealed that less than 20% go on to higher education immediately following graduation from high school. It therefore becomes critical that the school broaden the focus of its current vocational program so that those who choose to go directly into the workforce upon graduation would be better prepared to face the challenges that this choice presented. Hence, the need for an expanded vocational effort arose, and CO-CEP initiative came into being in the Fall of the 1990-91 school year.

A review of recent national reports on workplace skills repeatedly pointed out that our secondary students, with and without accompanying handicapping conditions, are inadequately prepared to succeed in the workforce of the present and the future. These reports focused on the shortsightedness of current educators, telling them that unless they change the focus of many of the current educational efforts in today's secondary school, a large portion of the non-college bound youth of today will be left out of the workforce in the year 2000. This group will be woefully lacking the critical skills that employers say are essential to succeed on the job.

What can be done to bridge the school-work gap? There was a time when any car jockey could overhaul a car engine. This is no longer the case. Strong backs and nimble hands are being replaced by academic smarts, the ability to work in teams, and the flexibility to learn how to learn, as the demands of the job increase in complexity. The age of the grease money is slowly disappearing, as

parents, schools and employers grapple with the problem of how to better prepare our young people for work in the 90's and into the year 2000. It becomes increasing clear that these groups who impact upon a student's life during his formative years of adolescence join forces to mount a concentrated and coordinated effort if we are to produce the desired outcomes in the students who represent the workforce of the future.

The mismatch between what students learn at home and in school and what employers expect from them on the job continues to plague all of us. This discrepancy demands that all of us who work with adolescents, particularly our "at risk" population in today's secondary schools, begin to rethink and redesign our strategies to target the development of workplace skills. There is a general "up-skilling" in the job competencies expected by current employers, accompanied by increasingly tough competition from other factions for the jobs previously thought of as reserved for youth.

There is no real curriculum that truly meets the needs of the non-college bound youth in the secondary school. All the services available to adults are virtually non-existent for young people just out of school. There is no employment service directed specifically at their needs, and they often find themselves competing with older and more-experienced workers for the same entry-level positions. There is no certification for their accomplishments in the workplace while they are in school, and few rewards for academic accomplishments in school, once they are on the job. Almost every service that could be used to help youth once they graduate and want to become gainfully employed is accompanied by a fee that few youth and families are willing or able to pay.

Given the status of affairs of our current educational system in addressing the needs of non-college bound youth in preparing them for work, it becomes increasingly evident that immediate action is needed. Each of the groups that impact upon an adolescent during his or her high school career must join together in a concerted effort to help this young person acquire the skills that will help him succeed beyond high school. The question of how to better

prepare our students for the workforce remains on the front burner in today's educational reform efforts. We are just beginning to realize the necessity to incorporate vocational/ career-related skills into virtually all subject area disciplines.

Today's workforce is moving away from the hierarchy of college graduates making decisions at the top, to one where teams of workers, with and without college degrees participate equally in the decision-making process. Employers and parents have traditionally discounted student achievement in the workplace during his high school career, unless these accomplishment were matched with grades and a diploma. While it is true that many graduates with a college degree may earn more over a lifetime; it is equally true this employers often overlook the degree, when hiring for entry-level positions. Instead they look for someone who is willing to learn, work cooperatively as a member of a team, and take personal pride in work done to the employer's expectations. They want a young person who can take responsibility for themselves, get along with others, make decisions, and take pride in their work. All of these skills can and should be taught in the school setting.

We must all realize, however, that the school cannot do it alone. Yet, we can create a partnership with the home, school, and employer in which the necessary skills are taught, reinforced, and rewarded. It is just such a partnership, with its four advisory councils: parent, employer, student, and teacher, that forms the foundation of the current CO-CEP initiative.

Our population of emotionally disturbed adolescents presents special challenges to each of us in attempting to better prepare them to succeed on the job. Many of our students come from dysfunctional families. It is therefore unlikely that many of them will be taught the basics of solid work skills in their homes. Even the most well-meaning employer cannot be expected to know the many strategies to use in working with this population in the workplace. Yet together, parents and employers, each working on the same objectives, can really make an impact in seeing to it that our students are successful in the job

setting. The councils formed by each group can then begin to serve as an outreach network when new employers, parents and students come on board.

The school year 1990-91 served as the development year for the four councils:

(1) Parent Advisory Council,

(2) Employer Advisory Council,

(3) Teacher Advisory Council, and

(4) Student Advisory Council.

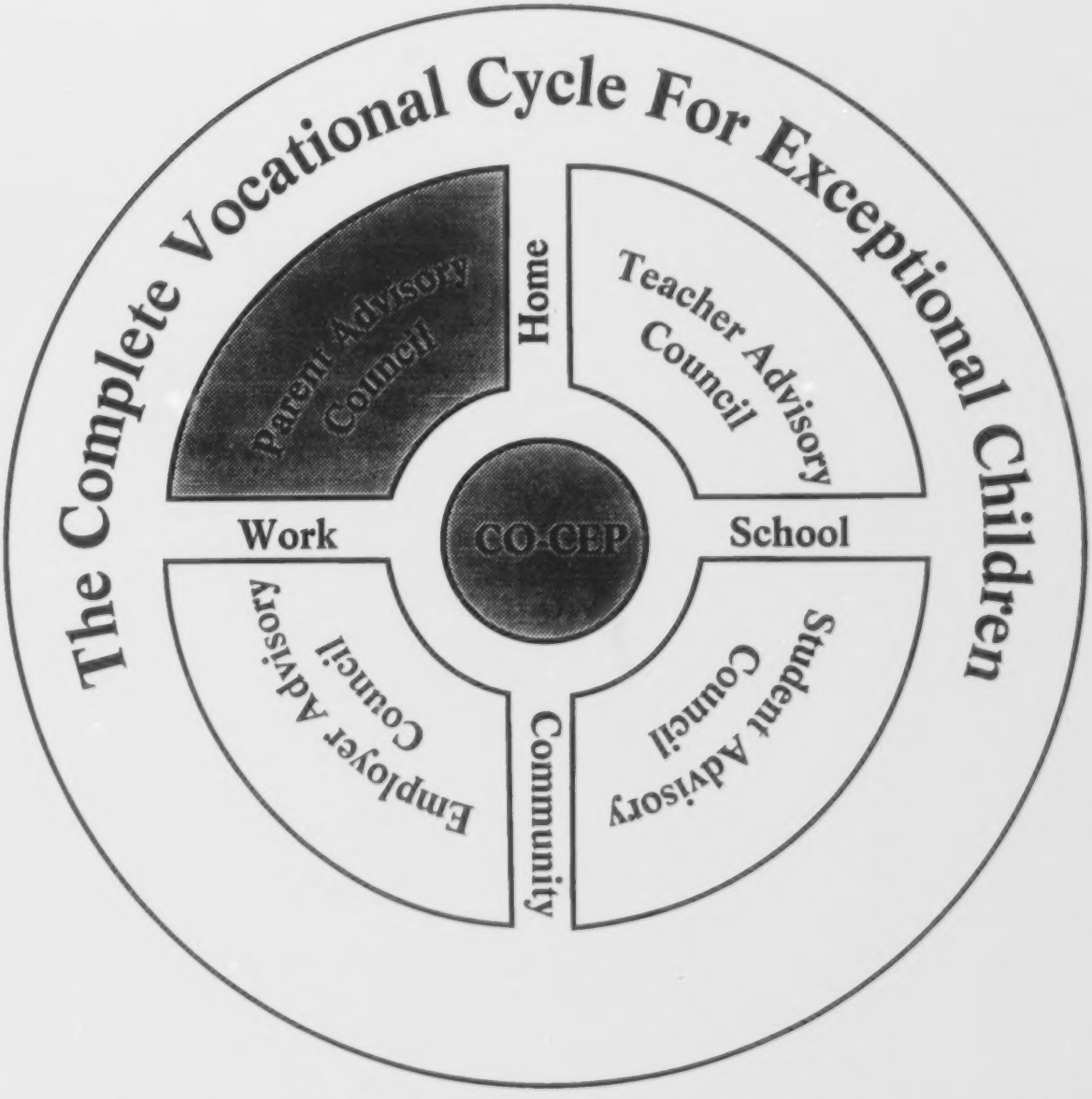
These groups have met throughout the school year with a joint meeting of the Parent and Employer Advisory Councils held in February of 1991 at the site of the business partner offices - The Southland Corporation. A panel presentation with representatives of all four councils will be presented to our Parent Association meeting at the end of the school year. The CO-CEP initiative will again be presented to parents at the opening meeting of the 1991-92 school year in the Fall. Outreach activities by each council will take place on a quarterly basis, with each council presenting once annually during the school year.

In a recent Philadelphia Project that matches youth with jobs and schools, its director notes that: "It is not any one piece that makes the difference. It's all the pieces put together." CO-CEP attempts to put these pieces together with a single goal in mind:

To Help the Student Achieve Success in the Workplace.

Objectives For Advisory Councils

Parents	School	Student	Employer
Responsibility for the chores in the home.	Install the responisbility for completing assigned work of an acceptable quality on time.	Assume more responsibility for self in context of family and home setting.	Expect completion of work of an acceptable quality in a reasonable time.
Conflict resolution skills within the home.	Explore various strategies that involve the student in resolving conflicts within the school setting.	Resolve conflict in the acceptable manner by seeking out appropriate source of help.	Assume responsibility for clear explanation of job and problem-solving procedures at start of employment.
Ability to participate as part of the family in the decision-making process.	Provide opportunities for student to participate as part of a team in accomplishing a goal.	Participate as an active member in shared decision -making in school and home setting.	Utilize background information on students in providing appropriate praise, rewards and incentives to increase motivation.
Demonstrate self-respect and respect for other family members.	Teach, model and reward appropriate behavior toward staff and peers.	Demonstrate respect for peers, adults, and self in an acceptable manner.	Expect and demonstrate respect towards students in oral and written communications.



The Vocational Support Wheel for the Seriously Emotionally Disturbed Student

I. PARENT ADVISORY COUNCIL

Overview

The Parent Advisory Council was the first of the four councils to be formed in the Fall of 1990 to assist in the development and implementation of the CO-CEP initiative during the 1990-91 school year and thereafter.

It became clear in reviewing literature and national reports on the workforce of the 90's, that the support of the home and family formed the foundation upon which essential work habits and skills could be developed in young people. It is or should be in the home that the "work ethic" is taught, reinforced and rewarded. Without the reinforcement and modeling of work-related skills and attitudes in the home, much of what teachers and employers seek to do to help our population of emotionally disturbed students succeed, will ultimately fail.

Parents of our students must not only be made aware of what today's employer wants in a young worker, but must also be given the strategies by which these traits, attitudes, and skills can be developed in the home setting. Our committee worked to develop goals for parents that correlate directly with the needs of employers in the workplace. In several subsequent meetings with parents, a committee facilitator led "brainstroming" sessions with committed parents aimed at developing specific strategies for use in the home to achieve each of the goals outline. Discussion centered around various adaptations that could be used in different situations; single-parent home, a group home setting, extended family situation, and foster care or adoptive home. The list of goals and accompanying strategies were then disseminated to the other parents on the council to incorporate in their specific home situations with their own children. The next initiative involved a joint meeting of the Parent Advisory Council and Employer Advisory Council where ways to correlate home practices and workplace efforts in working with our students were discussed. Parents and employers of our students were given the opportunity to

participate in an open dialogue about the roles of each in helping our "at risk" students be more successful on-the-job.

GOAL: Parent Advisory Council

Parents will implement strategies in the home which can be transferred to work and real-life settings

OBJECTIVE #1 Develop responsibility for chores in the home

Strategies for implementation:

a. Rotate chores for equity among other members of the family

b. Allow child to work out conflicts with other family members under your guidance

c. Work out a list of tasks with increasing difficulty within the structure of the home; sequence the task from the first to last step to completion

d. Teach the child to do the task to your expectation, by "modeling" the task before assigning

OBJECTIVE #2 Develop conflict resolution skills within the home

Strategies for implementation:

a. Withhold privileges when conflict situation arises

b. Allow child to take increasing initiative in resolving conflict within previously agreed upon guidelines; a cool-off period may be needed before you attempt to resolve

c. Mutually determine an appropriate reward when the conflict is resolved; immediacy of reward is a key in reinforcing the desired behavior

d. Allow other family members to participate in the resolution process if the situation involves them; don't make it everybody's business if it does not relate to them

OBJECTIVE #3 Develop the ability of the child to effectively participate in the decision-making process within the family structure

Strategies for implementation:

a. Begin with choices of little consequence to develop skills: examples - where to eat, choices of entertainment, etc.

b. Discuss how to spend their money or family money on purchases for the home or their room; involve in the buying process: examples - VCR, TV, stereo

c. Expect them to contribute something to shared family expenses if working: examples - weekly church contribution, amount toward room and board

d. Attempt to reach decisions within the framework of established and accepted guidelines: examples - own purchase of clothing, vote on family purchase

OBJECTIVE #4 Develop self-respect and respect for other family members in the home

Strategies for implementation:

a. Demonstrate respect for self and other family members in words and actions

b. Parent model respect for child and other members of home and immediate family

c. Demonstrate and help others as part of an outreach of your family to others outside your home: examples - take food to a sick or shut-in neighbor

OBJECTIVE #5 Develop the ability to respect authority; learn how to be a follower first

Strategies for implementation:

a. Demonstrate the tasks to be done and expect child to follow your lead and not do it his or her own way

b. Reward the ability to follow the lead of others in authority or with more knowledge of how or why something should be done a certain way

c. If possible, encourage participation in a sport or leisure-time activity that encourages teamwork: examples - baseball, bowling league, church group

Resources

1. *Adolescent Rolelessness in Modern Society*, Carnegie Council on Adolescent Development (working papers)

2. "Can We Justify Adolescent Rolelessness?" *Virginia Education* (November 1990, Volume 84, No. 2).
   Virginia Education Association, Inc.
   116 South Third Street
   Richmond, VA 23219

3. *The Forgotten Haif: Pathways to Success for America's Youth and Young Families*
   W. T. Grant Foundation Commission on Work, Family and Citizenship
   1001 Connecticut Ave. N.W. Suite 301
   Washington, D.C. 20036
   (1988, $5.00 postpaid)

4. *How Parents and Teachers Can Help* (Motivation to Learn Series)
   Association for Supervision and Curriculum Development
   1250 North Pitt Street
   Alexandria, VA 22314 Tel. (703) 549-9110
   (accompanied by Leader's Guide and Text, *Eager to Learn* by Woodkowski and Jaynes).

5. *John Rosemond's Six Point Plan for Raising Happy, Healthy Children*
   Andrews and McMeel
   4900 Main Street
   Kansas City, Mo. 64112
   (paperback, @ $8.95)

6. "Why Some Kids Listen" (excerpted from *Back to the Family*)
   Villard Books, Division of Random House, Inc.
   201 E. 50th Street
   New York, N.Y. 10022
   (@ $18.95)

Appendices

Part I Parent Advisory Council

I a. Parent Advisory Meeting (Oct. 25, 1990)

I b. Minutes of first Parent Advisory Council

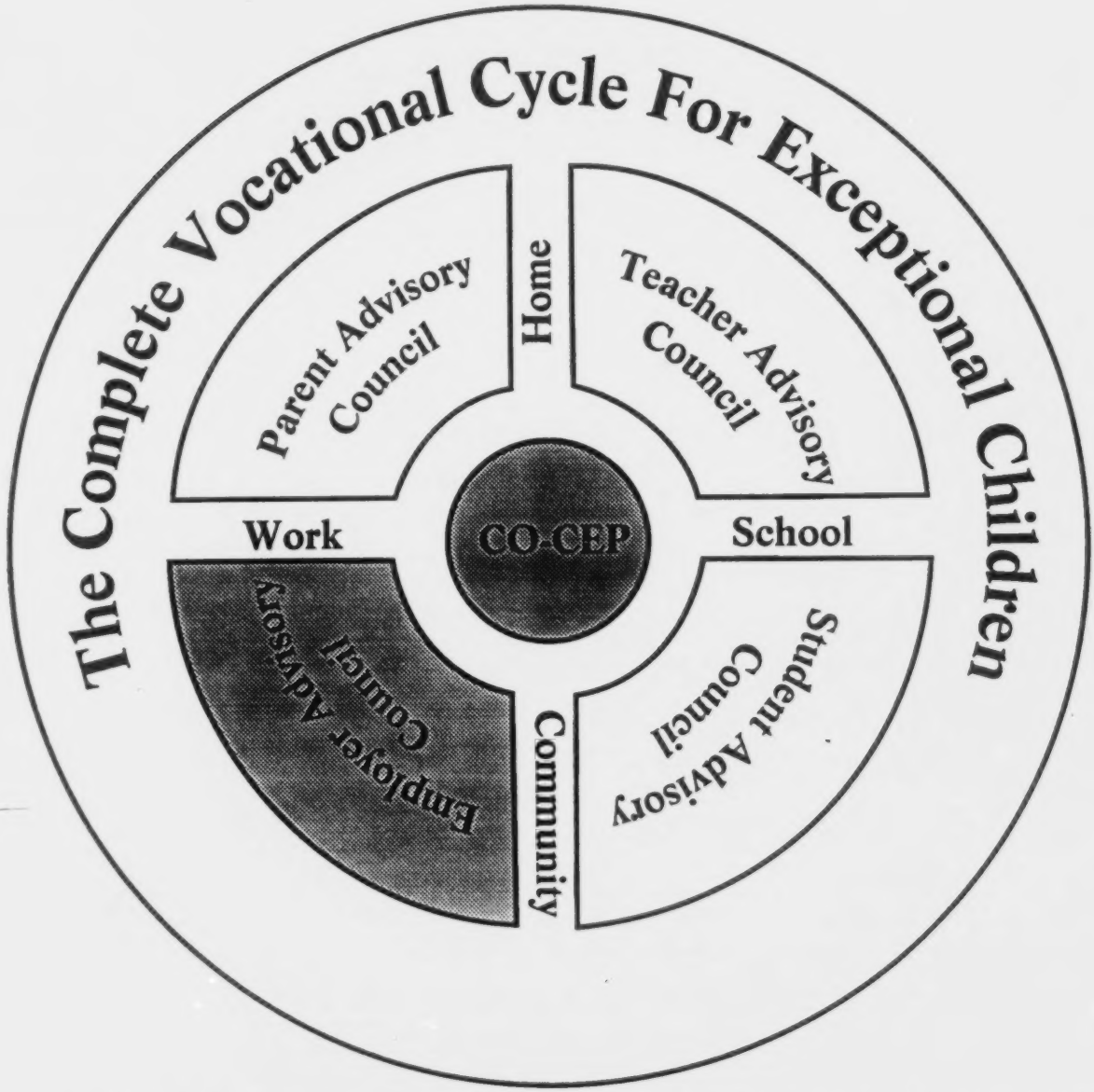
I c. Second Meeting of Parents Advisory Council (Nov. 29, 1990)

I d. Agenda of the Joint Meeting of PAC and EAC (Feb. 7, 1991)

I e. Outcomes of PAC/EAC Joint Meeting (Feb. 12, 1991)

I f. CO-CEP initiative--Program Evaluation Form

I g. "Some Steps to Enhance the Success of Non-College-Bound Youth" (attachment to I e)



The Vocational Support Wheel for the Seriously Emotionally Disturbed Student

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II. EMPLOYER ADVISORY COUNCIL

Overview

The Employer Advisory Council was formed in the winter of 1991 as the second of our councils, comprising the CO-CEP initiative. Its primary goal was to develop objectives and strategies which would target the ways in which employers of our students could be more effective in working with them, once they were employed.

After having reviewed a number of national reports related to the transition of our youth to the world of work, we recognized the need to involve employers in building cooperative relationships with the parents, school, and students, to insure a higher degree of success once the students were on the job. The Employer Advisory Council is designed to provide feedback and strategies on how other employers can better meet the needs of our "at risk" students in the world of work.

The benefits to participating employers on our Employer Advisory Council are myriad and diverse. First, the CO-CEP board will be available to provide on-site programs for supervisors on the nature of the emotionally disturbed adolescent and how to work with this specific population on the job. Secondly, job coaches can be provided for students in helping employers work with them to make a smoother and more successful transition from school to work.

Many of our young people, particularly our "at risk" students, will never see the inside of a college classroom. What will these young people do, if and when they graduate from high school? It becomes the responsibility and obligation of the CO-CEP community to foster the development of the critical skills necessary to succeed in the real-life world of work. What exactly are some of these important skills? In probing current literature and talking with members of our parent and employer community, we found that employers of today's youth are looking for more than the basic academic skills of reading, writing,

and simple math. Employers are telling us that they want young people who are able to do the following:

1. Know how to learn; receptive to instruction and new ways of doing things
2. Listen and speak effectively
3. Utilizing thinking and creative skills in solving problems
4. Possess a high regard for self and others
5. Develop the ability to set and work toward achieving personal and work-related goals
6. Develop leadership skills in personal and work life
7. Adapt and respond appropriately to various levels of authority

As a committed and caring community, we are charged with the enormous task of providing the necessary support system and structure that will enable our youth to succeed at work. The goal of the first meeting of the Employer Advisory Council was therefore, to develop the objectives and strategies for implementation that would aid us in helping our population of emotionally disturbed adolescents succeed once they were placed on a job.

GOAL: Employer Advisory Council

Employers will help "at risk" students achieve success on the job

OBJECTIVE #1 Expect the completion of work of an acceptable quality in a reasonable amount of time

Strategies for implementation:

a. Provide a clear definition of what is expected by orientation to job site and explanation of the task to be performed

b. Provide a breakdown of the job into smaller components; model and explain each component toward task completion

c. Use and explain the directions for the completion of job assignment sheets and checklist

d. Provide feedback on progress to the student by the immediate supervisor on a decreasing frequency schedule of conferences (e.g. weekly to monthly)

OBJECTIVE #2 Assume the responsibility for a clear explanation of the job-related problem-solving procedures

Strategies for implementation:

a. Provide pre-employment training and 2-3 days of individual assistance training with supervisor

b. Utilize job coaches or on-site aides to monitor progress and target potential problem areas

c. Assign an "in charge" person to whom the student can go for immediate problem-solving or clarification of tasks as needed

OBJECTIVE #3 Utilize background information on students in providing appropriate praise, rewards, and incentives to increase motivation

Strategies for implementation:

a. Conduct a "Dealing with Different Needs Seminar" for managers and supervisors of businesses that employ our students

b. Work directly with the school, counselors, and parents in providing appropriate feedback, rewards, and recognition to the individual student

OBJECTIVE #4 Expect and demonstrate respect toward student in oral and written communication

Strategies for implementation:

a. Provide frequent performance appraisals to student and appropriate school staff

b. Address problems with performance and behavior that effect job performance as soon as they arise

c. Seek the involvement of school staff or counselor to assist in working through problem situations if necessary

Resources

1. *From School to Work* (Policy Information Report)
   Educational Testing Service
   Princeton, N. J.

2. *Workplace Basics: The Skills Employers Want* (U.S. Dept. of Labor)
   The American Society for Training and Development
   1630 Duke Street,
   P.O. Box 1443
   Alexandria, Va. 22313

3. *Training Partnerships Linking Employers & Providers* (U.S. Dept. of Labor)
   The American Society for Training and Development
   1630 Duke Street
   P.O. Box 1443
   Alexandria, Va 22313

4. *An Introduction to Human Resource Development Careers*
   American Society for Training and Development
   1630 Duke Street
   P. O. Box 1443
   Alexandria, Va 22313

5. *Career Development for Exceptional Individuals*
   (Division on Career Development)
   Volume 13, Number 1, Spring 1990
   The Council for Exceptional Children
   1920 Association Drive
   Reston, Va 22091

Appendices

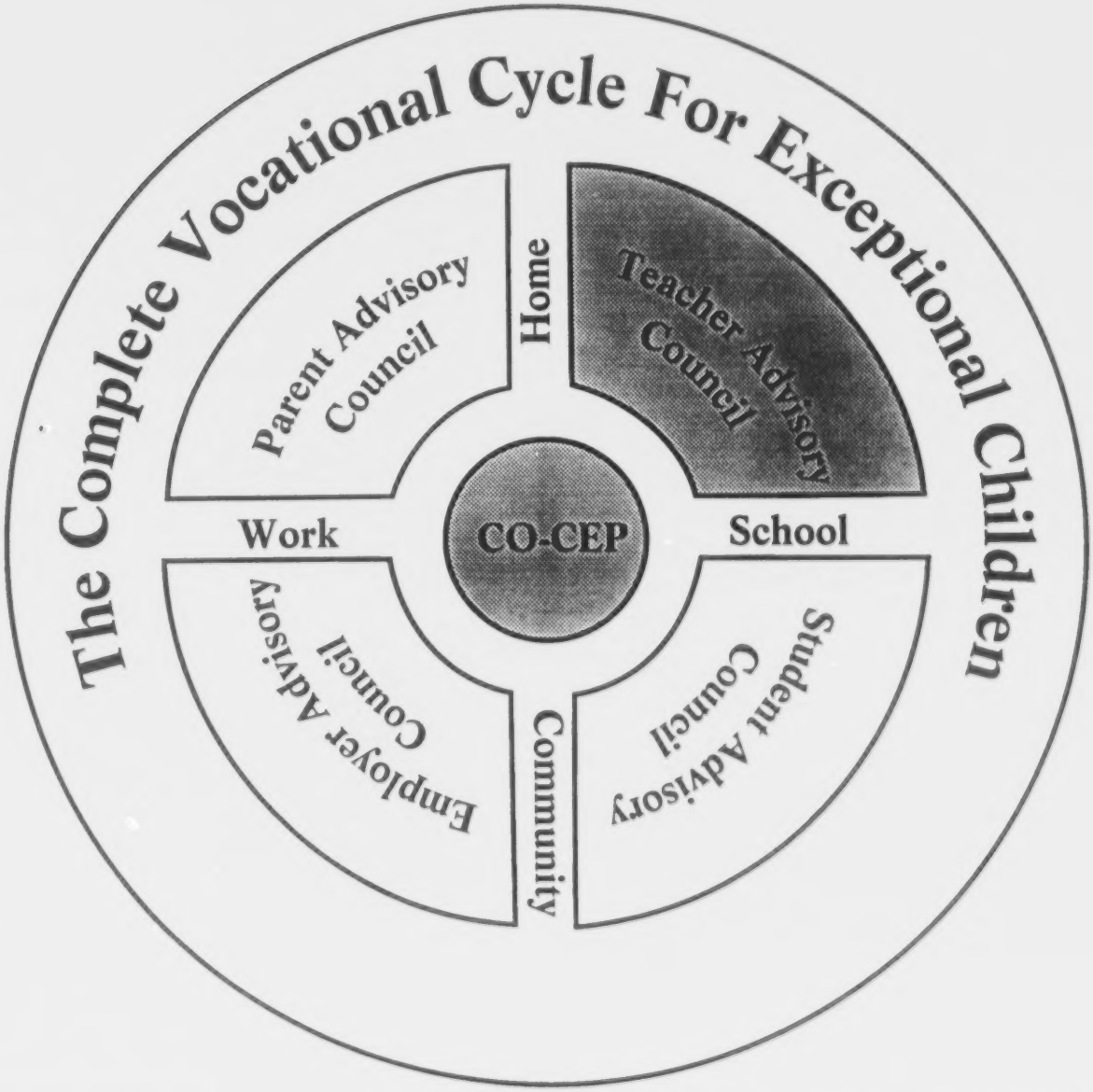
Part II Employer Advisory Council

II a. Update--Bridging the School-Work Gap

II b. Transitions for Young Adults with Learning Disabilities and Other Special Needs

III c. Surveying a Changing World of Work

III d. The Choice: High Skills or Low Wages



The Vocational Support Wheel for the Seriously Emotionally Disturbed Student

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III. TEACHER ADVISORY COUNCIL

Overview

The Teacher Advisory Council was formed in mid-winter of 1991 as the 3rd of the 4 councils comprising the CO-CEP program. The Council met to determine the role of the school in the development and implementation of the program.

In designing our curricula for the present and future needs of our students we must adhere firmly to the belief and practice that what we teach must transfer to the personal and work life of our students. Educators from across the country are finally recognizing and reaching consensus on the need to incorporate vocational academics across all subject matter disciplines. In fact, one publication, *Kappan*, devoted their entire February 1991 issue to this very subject.

Vocational education is more than the Work Co-op Class. Each teacher has a role in teaching strategies that help students to be successful in the work force. The difference between what schools accomplish and what employers want is apparent in the official student record. The official record measures academic performance in traditional school subjects. The more important job skills of oral communication, listening, interpersonal relationships, motivation and co-operation are not on the formal agenda.

Typical classroom problems of tardiness, absenteeism, classroom disruption and lack of proper materials are all related to the work world. The primary goal was to develop an awareness of the need to incorporate vocational academics in every classroom setting.

GOAL: Teacher Advisory Council

Develop an awareness of the need to incorporate vocational academics in every classroom setting.

OBJECTIVE #1 Convey the attitude that work must be completed on time with reasonable quality

Strategies for implementation:

a. Be on time with materials needed to work

b. Follow rules and regulations of the classroom

c. Show respect for teacher and instructional assistant

d. Teach real-life job skills in the classroom setting that transfer to work

OBJECTIVE #2 Assume the responsibility for the teaching of social skills in your classroom to correlate with your individual subject matter and instructional methods

Strategies for implementation:

a. Show respect for self and fellow classmates

b. Exhibit good hygiene and socially acceptable behaviors

c. Teach conflict resolution techniques

OBJECTIVE #3 Incorporate experiences in classroom that transfer to the real world

Strategies for implementation:

a. Help students be successful at task (break task down into small pieces)

b. Provide structure (rules)

c. Have opportunities for field trips and speakers

d. Show importance of subject matter to real world

OBJECTIVE #4 Encourage staff to convey clear consistent performance expectations to the the students that they teach

Strategies for implementation:

a. High expectations lead to results

b. Consistent school rules (attendance, tardies, smoking)

c. Co-operative learning environment

Resources

1. *Succeeding in the World of Work*, Fourth Edition, 1981
   Glencoe Publishing Company
   15319 Chatsworth Street
   Mission Hills, CA 91345

2. *Career World*
   Field Publications
   4343 Equity Drive
   Columbus, OH 43228

3. *Career Opportunities News*
   Garrett Park Press
   P.O. Box 190M
   Garrett Park, MD 20896
   @ $25.00 a year

4. *Occupational Outlook Handbook*
   Bureau of Labor Statistics

5. Guidance Information System
   IBM Computer Based Occupational, Vocational, and College Information

Appendices

IV. Student Advisory Council

IV a. Work Co-op Program

IV b. Job Information Sheet

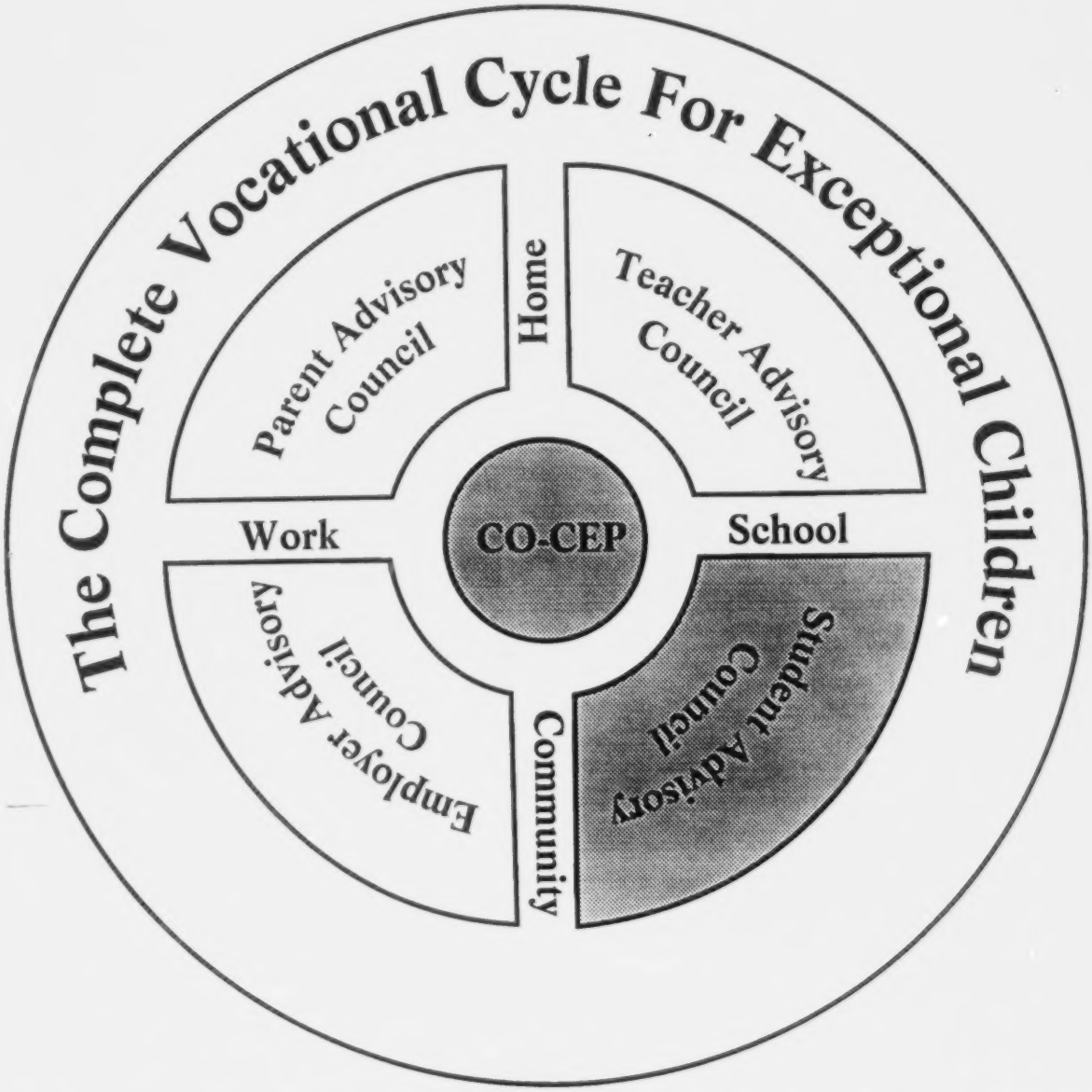
IV c. Employer's Evaluation of Student Trainee

IV d. Partnership Agreement

IV e. Spencer's Special Forces Contract

IV f. Shadow Program

IV g. The Difference Between Winners and Losers



The Vocational Support Wheel for the Seriously Emotionally Disturbed Student

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IV. STUDENT ADVISORY COUNCIL

Overview

The Student Advisory Council is presently being formed to address the goal of future employment for our graduating seniors and present work co-op students.

Students with disabilities often face a longer start-up period than most students. These students need their family and extended family (friends, school and employers) to continue to provide the necessary support.

The four objectives include:

1. Assume more responsibility for self in context of family and home setting
2. Resolve conflict in the acceptable manner by seeking out appropriate source of help
3. Participate as an active member in shared decision-making in school and home setting
4. Demonstrate respect for peers, adults, and self in an acceptable manner

The area of a good self-image can assure the employer of a prideful employee. Mr. Spencer Bartley of The Southland Corporation organized a self-esteem group, "Spencer's Special Forces", at our school to interface with all of the other advisory councils.

"Spencer's Special Forces" was formed in the Fall of 1989, following the adoption of our school-business partnership with the Southland Corporation. The participation of students is voluntary and contractual, based on their agreement to improve in three specifically targeted areas:

1. Improvement in grade
2. Improvement in attendance
3. Improved behavior

Collectively, the areas targeted contribute to improved self-concept and self-esteem in the individual members of the group. As a critical component of CO-CEP, Spencer's Special Forces attempts to address the following objectives of the existing councils.

Parent Advisory Council

OBJECTIVE #5 Develop the ability to respect authority; Learn to be a follower first.

Employer Advisory Council

OBJECTIVE #4 Expect and demonstrate respect toward student (employees) in oral and written communication.

The ultimate goal of SSF is to develop and reinforce the targeted behaviors in a peer group setting within the school. The rationale then is to expand the effort, in the hope that these behaviors will transfer to the workplace. At the present time, those successfully meeting the criteria and demonstrating improvement in the targeted behaviors, will be given peer and staff recognition on a quarterly basis. With our special "at risk" population, the frequency of recognition becomes necessary to maintain the progress made and motivate students to continue on the right track.

Our future outreach efforts of SSF plan to include a Parent Workshop, such an initiative would update the parents on what specific behaviors the group is working on with their children, so that they will be encouraged to devise ways to reinforce these behaviors in the home setting. We must work with the home to bridge the gap between what the school does, what the employer wants, and what the parent has an important role in delivering.

The strategies used to achieve the following goals within the context of SSF are as follows:

OBJECTIVE #5 Develop the ability to respect authority: Learn to be a follower first. (PAC)

OBJECTIVE #4 Expect and demonstrate respect toward student (employees) in oral and written communication. (EAC)

a. Model respect toward student in gestures, language and attitude

b. Develop the ability of the student to engage in "self-talk" (i.e. a dialogue with self on what you need to be doing to improve)

c. Develop ability to incorporate the process of decision-making into their daily lives.

d. Possess the expectation of the return of respect toward you from students in the group

e. "Role-play" situations involving choices in which students may find themselves; allow members of the group to suggest various responses to gain consensus on appropriateness

f. Elicit the sharing of positive incidents and events from their own lives with peer support for each presenter

g. Utilize situations of potential conflict that develop during each session to reinforce appropriate behaviors, as well as calling attention to inappropriate responses or possible hurtful comments

h. Summarize the content of each session, "brainstorming" with group on ways to transfer what was demonstrated to real-life situations (i.e. work, home, school, personal relationships)

Resources

1. *Succeeding in the World of Work*, Fourth Edition, 1981
   Glencoe Publishing Company
   15319 Chatsworth Street
   Mission Hills, CA 91345

2. *Career World*
   Field Publications
   4343 Equity Drive
   Columbus, OH 43228

3. *Career Opportunities News*
   Garrett Park Press
   P.O. Box 190M
   Garrett Park, MD 20896
   @ $25.00 a year

4. *Occupational Outlook Handbook*
   Bureau of Labor Statistics

5. Guidance Information System
   IBM Computer Based Occupational, Vocational, and College Information

Appendices

IV. Student Advisory Council

IV a. Work Co-op Program

IV b. Job Information Sheet

IV c. Employer's Evaluation of Student Trainee

IV d. Partnership Agreement

IV e. Spencer's Special Forces Contract

IV f. Shadow Program

IV g. The Difference Between Winners and Losers

IV h. POWERS Concept

Epilogue

The 1990-91 school year served as the developmental year during which the foundation of the CO-CEP initiative was laid. The four advisory councils were formed, providing the framework of objectives and strategies that would be implemented during the 1991-92 school year. At the time of this publication, the following activities were targeted for future implementation:

1. Convene the Student Advisory Council in May of 1991 to address the graduating seniors and students in the work co-op program

2. Convene selected representatives of each council to present an overview of the total CO-CEP program to the Parent-Student-Teacher Association

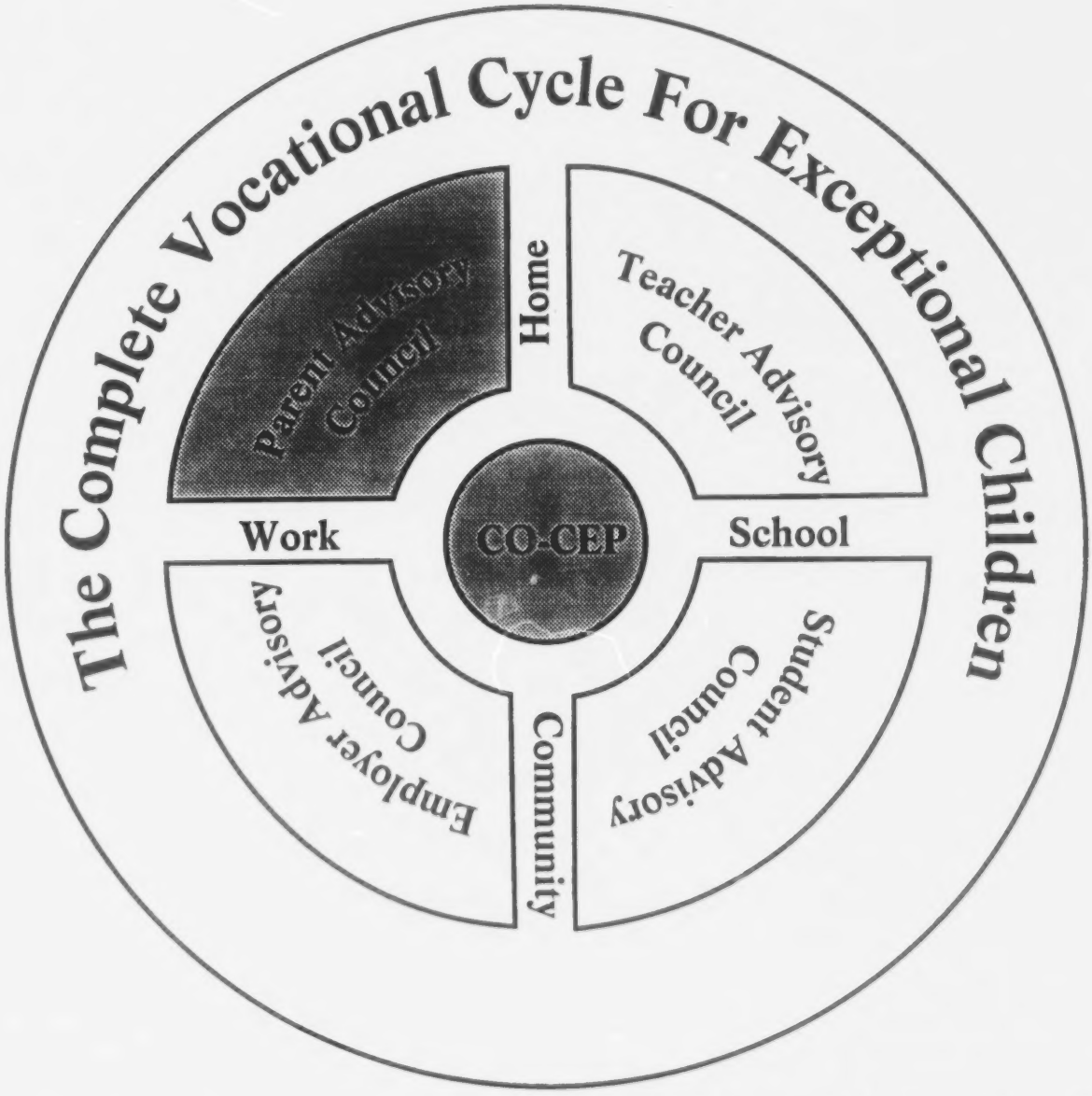
3. Train selected members of the parent and employer advisory councils to "network" with new employers and parents of employed students

4. Develop a standardized presentation to be offered to employers upon request on "Working Effectively with At-Risk Students"

5. Provide four presentations to our faculty and staff during the 1991-92 school year, one on each council, detailing the strategies to be utilized in incorporating the CO-CEP initiative into our total program

6. Offer workshops for other special education centers who wish to develop and expand their vocational program for at-risk students

Our CO-CEP initiative is far from finished. It is, in fact, an open-ended effort to increase the involvement and commitment of those persons responsible for and dedicated to insuring the successful transition of our students to the world of work.



The Vocational Support Wheel for the Seriously Emotionally Disturbed Student

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FAIRFAX COUNTY
PUBLIC SCHOOLS

Quander Road Center
6400 Quander Road
Alexandria, Virginia 22307

PARENT ADVISORY COUNCIL FOR THE VOCATIONAL PROGRAM

MEETING: OCTOBER 25, 1990

AGENDA:

1. OVERVIEW (handout)
2. COMMITTEE GOALS (discussion / brainstorm)
   a. immediate
   b. short term
   c. long term
3. WHAT ARE EMPLOYERS LOOKING FOR IN THE 90's? (literature, chart)
4. WHERE DO OUR KIDS FIT?
   a. Parent and Student Checklist
5. THE INTERGRATED ROLES OF:
   - THE HOME
   - THE SCHOOL + COOPERATION = SUCCESS
   - THE EMPLOYER
   - THE STUDENT

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WHAT CAN BE DONE TO BRIDGE THE SCHOOL-WORK GAP?

THERE WAS A TIME WHEN ANY CAR JOCKEY COULD OVERHAUL AN ENGINE. THIS IS NO LONGER THE CASE. STRONG BACKS AND NIMBLE HANDS ARE BEING REPLACED BY ACADEMIC SMARTS, THE ABILITY TO WORK IN TEAMS, AND THE FLEXIBILITY TO "LEARN HOW TO LEARN". THE AGE OF THE GREASE MONKEY IS GONE, AS PARENTS, SCHOOLS AND EMPLOYERS SCRAMBLE TO PREPARE OUR YOUNG PEOPLE FOR WORK IN THE 90's and INTO THE TWENTIETH CENTURY.

THE MISMATCH BETWEEN WHAT STUDENTS LEARN IN SCHOOL AND AT HOME, AND WHAT EMPLOYERS EXPECT FROM THEM ON-THE-JOB DEMANDS THAT ALL OF US WHO WORK WITH ADOLESCENTS MUST RETHINK OUR STRATEGIES IN PREPARING OUR YOUTH FOR THE FUTURE. THERE IS A GENERAL "UP-SKILLING" IN JOB COMPETENCIES EXPECTED BY EMPLOYERS AND INCREASINGLY TOUGH COMPETITION IN THE JOB MARKET FOR THE JOBS YOUTH CAN DO.

THERE IS NO REAL CURRICULUM TO MEET THE NEEDS OF THE NON-COLLEGE BOUND YOUTH, NO REAL EMPLOYMENT SERVICE FOR THOSE WHO GO RIGHT TO WORK UPON GRADUATION, FEW GUIDANCE SERVICES FOR THEM, NO CERTIFICATION FOR THEIR ACCOMPLISHMENTS AND FEW REWARDS IN THE WORKPLACE FOR HARD WORK AT SCHOOL.

IT BECOMES CRUCIAL FOR EACH OF THE FACTIONS THAT IMPACT ON AN ADOLESCENT JOIN FORCES IN HELPING THIS YOUNG PERSON SUCCEED BEYOND HIGH SCHOOL. THE QUESTION OF HOW TO BETTER PREPARE OUR STUDENTS FOR TODAY'S WORKFORCE REMAINS ON THE FRONT BURNER IN BOTH THE MINDS OF EDUCATORS AND EMPLOYERS.

AS THE WORKPLACE ORGANIZATION MOVES AWAY FROM A HIERARCY OF COLLEGE GRADS MAKING THE DECISIONS AT THE TOP WITH LESS-EDUCATED EMPLYEES CARRYING THEM OUT AT THE BOTTOM, TO ONE OF WHERE APPLICANTS WITH SOLID WORK SKILLS AND THE DESIRE TO LEARN ARE BEING REWARDED. EMPLOYERS AND PARENTS HAVE TRADITIONALLY DISCOUNTED STUDENT ACHIEVEMENT UNLESS THEY ARE MATCHED WITH THE DIPLOMA. WHILE IT IS TRUE THAT

GRADUATES WITH BETTER GRADES ARE MORE PRODUCTIVE, EMPLOYERS DO NOT WEIGH THIS FACTOR WHEN HIRING. THEY LOOK FOR SOMEONE WHO IS WILLING TO WORK AS A MEMEBER OF A TEAM IN GETTING THE JOB DONE. THEY WANT A YOUNG PERSON WHO CAN GET ALONG WITH OTHERS, MAKE DECISIONS, TAKE RESPONSIBILITY AND IS OPEN AND WILLING TO LEARN WHAT IS NECESSARY TO DO A GOOD JOB.

THE SCHOOL CANNOT DO IT ALL, YET WE CAN CREATE A PARTNERSHIP WITH THE HOME IN WHICH THE FOLLOWING SKILLS ARE TAUGHT, REINFORCED, AND REWARDED:

1. assuming responsibility for speciific tasks
2. participation in family decision-making
3. rewards and incentives for work and responsible behavior
4. monetary incentives for work in and out of the home
5. saving for purchases for self
6. getting along with other family members
7. encouraging friendships outside the home
8. participation in family activities in which sharing is involved

IN A RECENT PHILADELPHIA PROJECT WHICH MATCHES YOUTH WITH JOBS AND SCHOOL, ITS DIRECT NOTES THAT " IT IS NOT ANY ONE PIECE THAT MAKES THE DIFFERENCE. IT'S ALL THE PIECES PUT TOGETHER."

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PRE-VOCATIONAL SKILLS CHECKLIST FOR PARENTS AND STUDENTS

Working not only produces income, but it also provides ar opportunity to fulfill many other personal needs. Learning the skills necessary to find and keep a job starts at an early age. Some of the important skills you can help your child tc develop are listed below. They are skills which employers look for.

____ Have good attendance at school, clubs, etc.
____ Be on time.
____ Be open to directions and suggestions.
____ Respond appropriately to authority figures (like bosses).
____ Accept helpful suggestions.
____ Respond appropriately to failure situations.
____ Ask questions when necessary.
____ Have a cooperative attitude.
____ Be polite and courteous.
____ Remember and follow directions.
____ Work well by myself.
____ Adjust to change.
____ Work carefully and safely.
____ Check for quality of work.
____ Take pride in work.
____ Have good eye contact.
____ Answer questions in complete sentences.
____ Go to class prepared with pen, pencil, paper and books.
____ Dress appropriately.
____ Attend school daily.
____ Call in to school when ill or late.
____ Schedule doctor, dentist and other appointments so they do not interfere with your school day.
____ Try new tasks and learn new skills.
____ Express ideas and opinions in a positive and constructive manner.
____ Respect the rights and feelings of others.
____ Avoid trouble-making activities, i.e., teasing and gossiping.
____ Take part in activities which involve others - like breaks, lunch, games, parties, etc.

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FAIRFAX COUNTY
PUBLIC SCHOOLS

Quander Road Center
6400 Quander Road
Alexandria, Virginia 22307

TO: PARENT ADVISORY COUNCIL MEMBERS (for the Vocational Program)

FROM: Carol N. Vincent, Chm.

RE: Minutes of the Meeting of October 25, 1990

Dear _____,

The first meeting of the Parent Advisory Council for the Vocational Program was held on October 25, 1990 at 7:00-8:00PM at Quander Road Center. Enclosed is the agenda from this meeting and the results of the proceedings for your review. The next meeting will be held on November 15, 1990 at 7:00 PM in the Teacher's Lounge.

Our discussion centered around the development of a coordinated effort with the school, home, employer and student, aimed at insuring the success of our students in the work world environment.

Recent literature, national reports, and conversations with employers have indicated to us that employers of today are looking for the following characteristics in the youth they hire for today's jobs:

1. a willingness and desire to learn
2. ability to work cooperatively with others as a memeber of a TEAM toward a common and shared goal
3. ability to demonstrate responsibility toward job, the company, and fellow employees

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OBJECTIVES FOR VOCATIONAL PROGRAM

PARENTS

1. responsibility for the chores in the home
2. conflict resolution skills within the home
3. ability to participate as part of the family in the decision-making process
4. demonstrate self-respect and respect for other family memebrs

SCHOOL

1. instill the responsibility for completing assigned work of an acceptable quality on time
2. explore various strategies that involve the student in resolving conflicts within the school setting
3. provide opportunities for studen to participate as part of a team in accomplishing a group goal
4. teach, model and reward appropri behavior toward staff and peers

STUDENT

1. assume more responsibility for self in context of family and home setting
2. resolve conflict in the acceptable manner by seeking out appropriate source of help
3. participate as an active memebr in shared decision-making in school and home setting
4. demonstrate respect for peers, adults, and self in an acceptabel manner

EMPLOYER

1. expect completion of work of an acceptable quality in a reasonab amount of time
2. assume responsibility for clear explanation of job and problem-solving procedures at start of employment
3. utilize background information c students in providing appropriat praise, rewards, and incentives to increase motivation
4. expect and demonstrate respect toward students in oral and written communication

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FAIRFAX COUNTY
PUBLIC SCHOOLS

(Notification Letter) Quander Road Center I. c.

6400 Quander Road
Alexandria, Virginia 22307

(Second meeting of Parent Advisory Council of Nov, 29, 1990)
November 7, 1990

December 4, 1990

Dear _____,

The second meeting of the Parent's Advisory Council was held at Quander Road Center on Thursday, November 29th from 7:00 to 8:15.

Those in attendance included:

Mr. King and Ms. Vincent - Co-facilitators
Mr. McKinley - Brandea Bell
Mr. Knipple - Doug Knipple
Mr. and Mrs. Whiteside - Erika

The topic of discussion focused on developing specific strategies that parents could incorporate in the home in meeting the four goals of our program to better prepare our students for the work world.

Mr. King plans to share the results of our meeting with a meeting of employers on December 13, 1990, and work with them to correlate ways in which employers can be more responsive to the needs of our students at the work site.

Our plans for January will involve a joint meeting of the Parent's and Employer's Advisory Coincils at the Southland Corporation. Our discussion will then focus on the ways in which parents and employers can cooperatively work together to help our students succeed.

Once again, thank you for your continued support and interest. Please contact me at the school if you have any other ideas to share.

Thanks to each of you, we can be sure we are well on our way to a successful effort on behalf of our students.

Gratefully,

Carol N. vincent

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SUMMARY OF MEETING OF NOVEMBER 29th of the PARENT'S ADVISORY COUNCIL:

GOAL #1. TO DEVELOP RESPONSIBILITY FOR CHORES IN THE HOME

Strategies:
1. rotate chores for equity among other members of family
2. allow child to work out conflicts with other family members under your guidance
3. work out a list of tasks with increasing difficulty within the structure of operating the home; sequence tasks from the first to last step to completion
4. teach the child to do the task to the family's expectation by "modeling" the task beforehand

GOAL #2. TO DEVELOP CONFLICT RESOLUTION SKILLS WITHIN THE HOME

Strategies:
1. withhold privileges when conflict situation arises
2. allow child to take increasing initiative in resolving conflict; cool-off period may be needed before you attempt to resolve
3. mutually determine an appropriate reward when it is appropriately resolved
4. allow other family members to participate in the resolution process if the situation involves them

GOAL #3. DEVELOP THE ABILITY FOR THE CHILD TO PARTICIPATE IN THE DECISION-MAKING PROCESS WITHIN THE FAMILY STRUCTURE

Strategies:
1. begin with choices of little consequence: ex. choices of entertainments, where to eat, etc.
2. discuss how to spend their money or family money for purchase for the home; involve in the buying process (ex. VCR)
3. expect them to contribute to shared family expenses if working
4. attempt to reach decisions within the framework of established and accepted guidelines (ex. own purchase of clothing

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GOAL #4. DEMONSTRATE SELF-RESPECT AND RESPECT FOR OTHER FAMILY MEMBERS

Strategies:
1. demonstrate self-respect for self and other family members in words and actions
2. parent model their own respect for other family members (ex. appropriate language)
3. demonstarte and help others as part of an outreach of your family to others outside the immediate family structure

GOAL #5. DEVELOP THE ABILITY TO RESPECT AUTHORITY: LEARN TO BE A FOLLOWER FIRST

Strategies:
1. demonstrate tasks to be done and expect child to follow your lead and not do it his or her own way
2. reward the ability to follow the lead of others
3. if possible, participation in a sports or leisure time activity as part of a team, is encouraged (ex. baseball team, bowling league

(Joint Meeting of the Parent Advisory Council and Employer Advisory Council of February 7, 1991 at Southland)

I. d.

FAIRFAX COUNTY PUBLIC SCHOOLS

Quander Road Center
6400 Quander Road
Alexandria, Virginia 22307

THE CO-CEP INITIATIVE

DATE: Thursday, February 7, 1991 at 7:30

PLACE: The Southland Corporation
8436 Frye Road
Alexandria, Virginia

MODERATOR: Mr. Otis Peaks, The Southland Corporation

FACILITATORS:
Carol N. Vincent - Parent Advisory Council
Bob King - Employer Advisory Council
Karen Latta - Teacher / Student Advisory Councils
Spencer Bartley - "Spencer's Special Forces"

SPECIAL GUESTS:
Employers of Our Students
Parents of Our Students
Ms. Barbara Lanzer, Principal of Quander Road Center

AGENDA

Objective: To work collaboratively with the parents and employers of our students in developing and implementing strategies to help them succeed in the world of work

I. Introduction of Participants (Mr. Bob King)

II. Overview of the CO-CEP Initiative (Ms. Carol Vincent and TEAM)

III. Dialogue: "Career Employment Program for At Risk Adolescents"
Employers and Parents (Mr. Otis Peaks, Moderator)
Employer Advisory Council (Mr. Bob King)
Parent Advisory Council (Ms. Carol Vincent)

IV. Summary, Recommendations and Future Direction (ALL)

V. Program Evaluation (Panel Participants)

VI. Closing Remarks (CO-CEP Team)

WE WISH TO EXPRESS OUR SINCERE THANKS TO THE SOUTHLAND CORPORATION, AND MR. OTIS PEAKS FOR ALLOWING US THE USE OF THEIR FACILITIES, SHARING THEIR EXPERTISE, AND ALSO FURNISHING US WITH REFRESHMENTS.

Gratefully,

The CO-CEP Team

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(Minutes of the Joint Meeting of the Parent and Employer Advisory Councils) I. e.

FAIRFAX COUNTY
PUBLIC SCHOOLS

Quander Road Center
6400 Quander Road
Alexandria, Virginia 22307

February 12, 1991

Dear

On behalf of all of us on the "CO-CEP" Team, we want to thank each of you for your attendance and participation in our first joint meeting of the Parent and Employer Advisory Councils of the CO-CEP Initiative. Your input and ideas have given each of us lots of food for thought and the impetus to continue to move forward in the development and implementation of new ways to help our "at risk" students succeed in the workplace.

Below are several of the ideas arising out of the dialogue at out meeting:

1. utilize the employer objectives and strategies in encouraging new employers to become part of our program

2. utilize the parent objectives and parent team to present a program for our Parent Support Group at Quander Road Center

3. offer a seminar on "Dealing with Different Needs in the Workplace" to employers of our students

4. videotape the Student Advisory Council Panel for critique by the Parent and Employer Councils

5. people have stereotypes of our students; teach our students to respond positively and appropriately to other people's perceptions of them as a result of their label; facilitate this instruction through the "Self-Esteem Group - Spencer's Special Forces"

6. work on a promotional-type presentation for prospective employers to encourage them to hire our students; explain how their involvement can benefit them as employers and also their business or company

7. promote open communication between parent, student, and employer so that each is aware of the needs and expectations of the other prior to and during the period of a student's employment

Our plans are to reconvene our group following the development of the objectives of the Teacher and Student Advisory Councils (probably mid-March). In the meantime, please feel free to contact us or each other in developing your own ideas for when we meet.

We have attached a list of those in attendance, along with a brief bibliography of some of the resources which were consulted in the development of the "CO-CEP" Initiative.

Again, thanks ot all of you who made our program so profitable. A special thanks to Otis Peaks for moderating our discussion, and the generosity of The Southland Corporation in providing refreshments and the use of their facility.

Gratefully,

The "CO-CEP" Team
Carol Vincent
Karen Latta
Bob King
Spencer Bartley

THOSE ATTENDING:

Mr. Otis Peaks - Southland Corporation
Mr. McKinley - Parent
Ms. Barbara Lanzer - Principal, Quander Road Center
Mr. Walter Whitesides - Parent
Mr. Bob King - Facilitator, Employer Council
Ms. Patty Harmon - Mount Vernon Recreation Dept.
Mr. Randy Taylor "
Mr. Spencer Bartley - Facilitator, Self- Esteem Group
Ms. Sue Wilson - Asst. Principal, Alexandria Schools
Ms. Becky Crockett - Parent; Bank Executive
Ms. Karen Latta - Facilitator,Teacher and Student Advisory Councils
Ms. Carol Vincent - Facilitator, Parent Advisory Council
Ms. Ruth Free - Parent

BIBLIOGRAPHY:

1. From School to Work (Policy Information Report)
Educational Testing Service
Princeton, NJ 08540

2. Adolescent Rolelessness in Modern Society
Carnegie Council on Adolescent Development
(Working Papers)

3. Phi Delta Kappan (February 1991)
"The Rebirth of Vocational Education"
Eighth and Union, P.O. Box 789
Bloomington, IN 47402

4. Workplace Basics : The Skills Employers Want (U.S. Dept. of Labor
The American Society for Training and Development
1630 Duke Street, P.O. Box 1443
Alexandria, VA 22313 (703) 683-8100

5. The Forgotten Half: Pathways to Success for America's Youth and Young Families
W.T. Grant Foundation on Work, Family, and Citizenship
1001 Connecticut Avenue, Suite 301
Washington, D.C. 20036-5541

6. "Can We Justify Adolescent Rolelessness?"
Virginia Education (November 1990, Vol. 84, No.2)
Virginia Education Association, Inc.
116 South 3rd Street
Richmond, VA 23219

(CO-CEP Meeting Evaluation Form for PAC/ EAC Meeting of February 7, 1991)

THE CO-CEP INITIATIVE

Please read each of the following statements carefully, circle the response that best indicates the degree to which you agree.

Agree. . .Disagree

A B C D E 1. We met our objective.
Comments_____
_____
_____
_____
_____

A B C D E 2. I was comfortable with the format.
Comments_____
_____
_____
_____
_____

A B C D E 3. I would like this initiative to continue.
Comments_____
_____
_____
_____
_____

Other comments:_____
_____
_____
_____
_____
_____

OVERALL RATING: A B C D E

SOME STEPS TO ENHANCE THE SUCCESS OF NON-COLLEGE-BOUND YOUTH

• **Find ways to put positive adult influences back into the lives of young people.** The research is crystal clear: young people want and need the support of adults who care about them.

Create mentoring, volunteering, tutoring, "buddy," "shadowing," internship programs. Enlist the help of youth-serving agencies, e.g., Big Brothers/Sisters, Junior Leagues, church youth groups, police recreation clubs, etc. Particularly where the family no longer functions adequately, locate other adults to support youth's growth and development.

Avoid thinking that solutions come from adults doing things for and to youth; rather, seek ways for youth and adults to work together and for youth to do things for themselves and for other young people.

• **Create opportunities for young people to engage in age-appropriate community service, preferably as an integral part of their academic studies,** but not necessarily restricted to school campuses.

Success in life is more than cognitive development; service to others in the community enhances self-esteem and teaches positive values, like personal responsibility, initiative, team work, and participation which employers prize highly and which are essential to the maintenance of a democratic society.

• **Create incentives for students to do well in school,** e.g., better jobs and better wages for academic high-performers. Use academic transcripts (good grades and tough courses completed) as ways to open career-ladder jobs earlier.

• **Fund school-to-work transition programs that help non-college-bound youth enter the labor market.** Relatively low-cost approaches to job preparation and placement have proven successful in raising employment rates and subsequent earnings among high school graduates, and they also strengthen incentives for school completion. Examples include Jobs for America's Graduates programs operating in 13 states, the Florida Compact, and New York's School to Employment Program.

• **Establish state and local conservation and service corps that provide meaningful work and training for otherwise unemployed young people.** Such programs offer essential experience and paid work opportunities for youth, building their skills, discipline, and self-esteem while also yielding valuable improvements in local communities, state parks, etc. More than fifty states and local communities have created such corps.

• **Find creative ways to improve the quality of state job training and remedial education programs.** Efforts such as Texas' BASICS and Massachusetts' Bay State Skills Corporation use quasi-public, nonprofit corporations to make potentially rigid

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industry, and education and training institutions.

- **Extend state education financing to alternative programs serving school dropouts**, as California, Colorado, and Oregon have done. No state can afford to discontinue its investment in an educated work force the moment a student drops out of school. By enabling alternative education programs to receive state per-pupil funding when they enroll school dropouts, states can ensure that the doors of learning are open to every young person willing to learn.

- **Expand opportunities for out-of-school learning.** To supplement the efforts of public schools, build networks of community learning centers -- in youth-serving agencies, community-based organizations, alternative schools, churches, libraries, and other community facilities -- that provide educational and positive recreational activities in the afternoon, on weekends, and during idle summer months. In minority communities, strong basic skills programs can be enriched with programs demonstrating ethnic group accomplishments and history. Minnesota's Area Learning Centers and Washington's Educational Clinics represent first steps to forge a new community ethic of learning and to strengthen the basic academic skills of children and youth.

- **Create a high-level coordinating body focused on at-risk youth.** The "right" structure will vary from state to state and community to community, but some mechanism for coordinating the efforts of diverse agencies is essential to local programming that is responsive to the multiple needs of disadvantaged youth. Coordination efforts are particularly important to ensure that teen parents have access to the child care and other supportive services they need to participate in youth employment programs.

- **Link state apprenticeship programs with youth employment initiatives.** Structured apprenticeships provide a reliable, cost-effective route to stable jobs at decent wages, but apprenticeship opportunities are seldom open to youth in the absence of explicit policies that channel qualified graduates of other youth employment programs into entry-level positions in highly skilled occupations. The linkage between Oregon's Apprenticeship Program and the Northwest Job Corps Center provides a good example of how states can increase youths' access to the apprenticeship system.

(For detailed discussions of these ideas, see State Youth Employment Initiatives: A Resource Guide and Framework for Action. Washington, D.C.: Children's Defense Fund, (122 C Street, NW, Washington, D.C. 20001) 1989, $9.45 postpaid; Youth and America's Future. The Forgotten Half: Non-College Youth in America and The Forgotten Half: Pathways to Success for America's Youth and Young Families. Washington, D.C.: William T. Grant Foundation Commission on Work, Family and Citizenship, (Suite 301, 1001 Connecticut Avenue, NW, Washington, D.C. 20036), both 1988, $5.00 each postpaid.

For a detailed description of the processes of creating a local business compact for school improvement, see The Forgotten Half: Pathways to Success for America's Youth and Young Families, pages 179-186.

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For brief descriptions of 20 ways that New York City employers work for the improvement of public education, see What Business Can Do (New York Alliance for the Public Schools, 32 Washington Place, 5th Floor, New York, New York 10003)

HOW CAN BUSINESS HELP EDUCATION?

1 - provide management for analysis and improvement. (Education is a big bucks business. Are the bucks and people used in the best possible way?)

2 - advocacy - political leverage for restructuring, better finance, etc.

3 - staff development (e.g., open places in your training courses to education personnel)

4 - applications of new technology to educational missions

5 - establish policies and practices that encourage your employees to participate as volunteers, mentors, school board members in education improvement efforts. (20 years ago, 68% of school board members were business people. Today, only 18% are.)

6 - statewide (county, city) coalitions to improve education e.g., IBM's John Akers asked 200 CEOs in Business Roundtable to establish statewide coalitions on restructuring and to commit themselves and their companies to 10 years of work

So, (Step 1) Recognize that the crisis in education is critical to your business.

(Step 2) Learn about the business of education if you expect to make viable recommendations that will be acceptable to both educators and public officials.

(Step 3) Commit yourself to an ongoing, long-term effort.

SEVEN GUIDES TO MAKING A DIFFERENCE

Identify specific goals -- what you wish to change, preferably things that can be measured so as to show improvement.

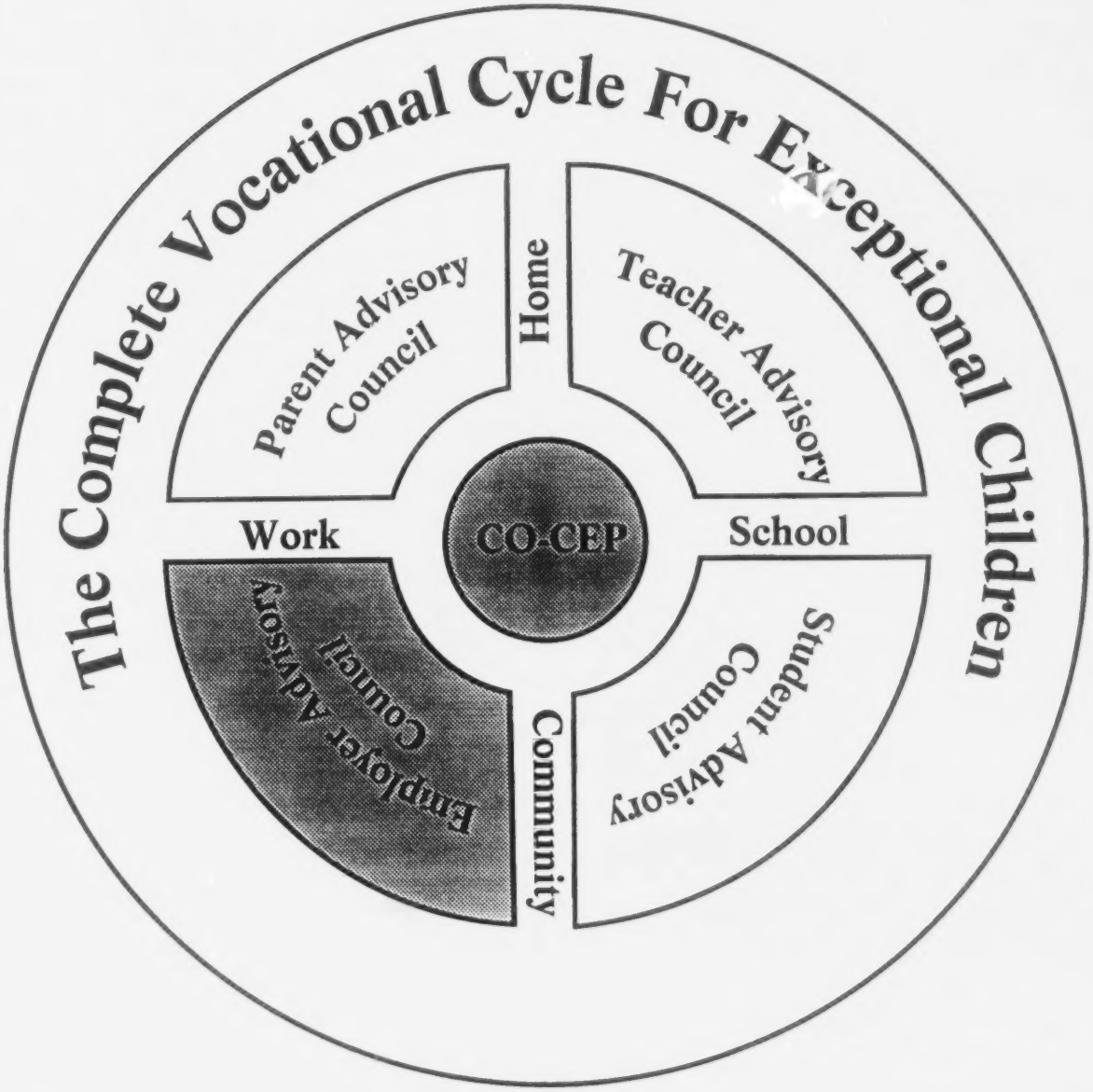
Go for substantial, even radical, change, not tinkering at the margins. (Change is inevitable. Only growth and progress are optional.)

Establish and monitor performance -- drive a system of accountability. (The key question is: "does it work to enhance student learning?")

Don't try to change everything at once (or all schools at once) or reform may blow up or stall. Build on successes and expand the scale of your involvement as you gain experience.

Beware of "best strategies" imported from elsewhere. Learn from others, but be sensitive to and adapt to local community needs and local values.

Be realistic about time frames. Go for the long haul, not illusory quick fixes.



The Vocational Support Wheel for the Seriously Emotionally Disturbed Student

ASCD

Update

Volume 32
Number 8
October 1990

Association for Supervision and Curriculum Development
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II 1

Bridging the School-Work Gap

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New Proposals Seek Smoother Transition for High School Grads

Time was when any car jockey worth his salt could overhaul an engine. Now, some pundits predict cars of the future will have coded locks to keep owners out from under the hood. Needless to say, expectations are high of those who *do* explore your car's inner workings.

At Philadelphia's Academy of Applied Automotive and Mechanical Science, students are getting the word about tomorrow's economy: Jobs requiring only strong backs or nimble hands are being replaced by jobs requiring hands-on smarts plus basic academic skills, the ability to work in teams, and the flexibility to learn how to learn.

"The age of the grease monkey is past," says Han Ponsen, who directs the academy. "In order to diagnose problems in the cars with those microprocessors, people entering the field have to be well versed in mathematics and physics." To prepare students to meet such challenges, the academy emphasizes basic academic skills as well as hands-on instruction, integrating the curriculum whenever possible to show students that academic skills are important on the job.

Students in the academy (one of seven different academies operated by the city) benefit from coordination between the school and businesses, and many graduate with good prospects for finding employment. For many other high school

Continued on **page 4**

Gary Kubal

Career planning and hard work in school add up to bright prospects in the job market after graduation.

Cast Your Ballot

Don't forget to vote for new ASCD officers by reading the elections brochure accompanying this *Update* and filling out and returning the enclosed ballot.

Candidates you'll vote for are vying for the following positions: president-elect; one Executive Council member; one Review Council member; and five members-at-large of the Board of Directors.

For the first time, this year's election materials are printed in a handy brochure, and postage is paid for the return of your ballot. Please vote by marking your selections with a number 2 pencil and returning the ballot by November 15, 1990. ■

INSIDE

2 ASCD will develop a model global education curriculum for grades K–6.

3 Prospective teachers should complete a [illegible]-year-long internship, a new study argues.

6 Adoption of cooperative learning is harming gifted students, some experts believe.

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II. a.

Bridging the School-Work Gap

New Proposals Seek Smoother Transition for High School Grads

Continued from **page 1**

graduates from the inner cities to the farm belt, however, prospects are not so bright. The mismatch between what students learn in school and what employers expect—cottoned with increasingly tough economic competition from abroad and a general "upskilling" in job competencies—has experts looking for new ways to ease the school-to-work transition for the non-college-bound student.

One far-reaching new proposal is a plan issued in June by the Commission on the Skills of the American Workforce, a panel convened by the National Center on Education and the Economy. *America's Choice: High Skills or Low Wages* calls for a multi-faceted effort involving schools, businesses, and other agencies to improve the generally poor prospects for non-college-bound students.

"The fact remains that our secondary schools are almost wholly oriented toward the needs of the college bound," says the commission's report. "There is no curriculum to meet the needs of non-college-bound youth, no real employment service for those who go right to work, few guidance services for them, no certification of their accomplishments, and...no rewards in the workplace for hard work in school." Fewer than 30 percent of U.S. jobs require a four-year college degree, the commission notes.

The centerpiece of the commission's plan is a proposal that would require that, by age 16, students earn a certificate documenting educational achievement before entering the workforce or seeking additional education or training. States would be responsible for ensuring that nearly all students attained the certificate through school-based programs and "youth centers" for dropouts. And once certificates were available, students under age 18 would not be permitted to work unless they had achieved the certificate or were enrolled in a program to do so.

Although the commission's plans face numerous obstacles, the question of how to better prepare students for work promises to remain on the front burner. For example, a federally appointed commission has begun work on national guidelines for preparing high school youth for entry into the workforce. The Secretary's Commission on Achieving Necessary Skills (SCANS), appointed by U.S. Labor Secretary Elizabeth Dole, is expected next spring to articulate what skills are needed in the workplace, what acceptable levels of proficiency are for those skills, and how best they might be measured. Dole estimates that 700,000 students drop out of school each year, and another 700,000 graduate without the skills they need to find and keep jobs.

The increasing complexity of modern jobs and growing economic competition from abroad, combined with the generally poor educational attainment of non-college-bound students, add up to a bleak outlook for their future, some experts say. Noting the cost-cutting measures that are sending many U.S. jobs overseas, as well as other factors, *America's Choice* concludes that students seeking entry-level, front-line jobs in many industries "are fast becoming unemployable at American wage levels."

Although many educators have brushed aside the recent rhetoric urging greater educational achievement to solidify the U.S. position in a competitive world economy, some observers note that it's harder to dismiss compelling evidence that links educational achievement to the ability to earn an adequate wage. Schools must do more to help students learn basic academic skills and habits conducive to keeping a job, as well as improve job exploration and placement programs, they say, or graduates will face unemployment or a succession of low-paying jobs.

Between 1973–1986, for example, the real mean average annual earnings of male high school graduates aged 20–24 *declined* 26 percent. Earnings for high school dropouts fell 42 percent. The real wages of college graduates, by comparison, dropped only 6 percent, according to the William T. Grant Commission on Work, Family, and Citizenship.

However, while buying power for new employees declines, expectations of their preparedness have increased. As the workplace organization moves away from a hierarchical model of college grads making decisions at the top and less-educated employees unthinkingly carrying them out at the bottom, job applicants with solid basic skills, good work habits, and the ability to "learn to learn" are being rewarded, says Anthony Carnevale, vice president of national affairs for the American Society for Training and Development (ASTD). "What you *know* actually matters in the workplace now. Education is more important than it's ever been, in economic terms."

Preparation Pays Off

A combination of careful planning and hard work on the part of both students and schools can improve the odds of success after graduation day, experts say. "You don't have to go to college to be highly paid," says Cornell University's John Bishop, a leading authority on the transition from school to work. "But you do have to spend a comparable amount of time learning something useful."

For More Reading

The following are some resources on school-to-work transition and the educational needs of the workforce:

- *America's Choice: High Skills or Low Wages.* Based on extensive interviews with employers and an analysis of the changing job market, this report makes a set of recommendations for improving job prospects for students. (National Center on Education and the Economy, P.O. Box 10670, Rochester, NY 14610)
- *The Forgotten Half: Pathways to Success for America's Youth and Young Families.* The final report of the Grant Commission on Work, Family and Citizenship, brings together a wealth of data and makes recommendations for local, state, and federal action to help young people begin successful careers. (William T. Grant Commission on Work, Family and Citizenship, Suite 301, 1001 Connecticut Ave., N.W., Washington, DC 20036)
- *From School to Work.* This policy guide broadly describes education and counseling factors in school-to-work transition. (ETS Policy Information Center, Educational Testing Service, Princeton, NJ 08541)
- *Workforce 2000.* Analyzes the changing skill and educational requirements for jobs, and concludes that both are on the rise. (Hudson Institute, P.O. Box 26-919, Indianapolis, IN 46226)
- "The Myth of the Coming Labor Shortage." Taking issue with the conclusions of *Workforce 2000*, the authors argue that there will not be a "skills mismatch" between job entrants and job requirements. (Economic Policy Institute, 1730 Rhode Island Ave., N.W., Suite 812, Washington, DC 20036)
- *Workplace Basics: The Skills Employers Want.* Identifies seven broad skills groups needed by employees, including several usually not explicitly taught in schools, such as listening/oral communication and group effectiveness. (American Society for Training and Development, 1630 Duke St., Alexandria, VA 22313)

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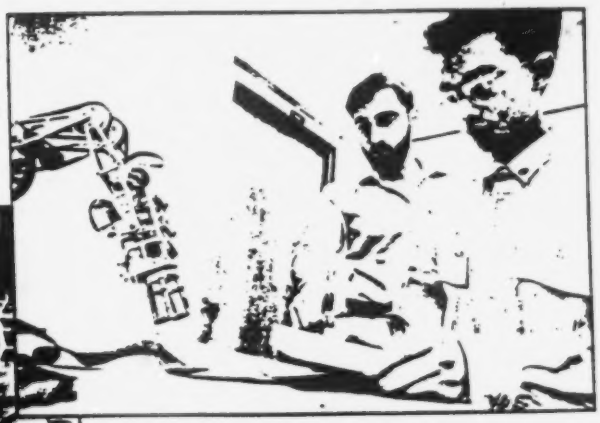
II. a.

To prepare for the workforce, students need to apply their learning in hands-on activities

Harriet Sutherland



ASTD photo

While experts say programs that link schools, businesses, and other agencies to smooth the school-to-work transition are rare, there are some notable exceptions.

One is the Philadelphia High School Academies Program, which since 1969 has provided its students with a combination of essential academic skills, vocational training, and on-the-job experience. The seven academies—featuring business, applied electrical science, environmental technology, health, horticulture, and physical education and recreation, in addition to the automotive and mechanical science program—are operated as "schools within schools" at 16 comprehensive high schools in the city. Benefits to students range from job counseling and paid part-time jobs to the chance to sit down and talk with employees in the careers the students may be interested in. To some students, the opportunity to experience the workplace prior to graduation helps strengthen their confidence and resolve to do well in school and prepare for employment.

"A lot of the time, college-bound students have the support at home that reinforces that they're going on to something worthwhile after high school. But the non-college-bound often don't have that support," explains Valerie Harris, a spokesperson for the project. "The academies bring home to students that there is life after high school, and that they must prepare for it." The results of the academies project are impressive: daily attendance tops 90 percent, the dropout rate is minuscule, and 85 percent of students completing the program are placed in jobs or post-secondary training.

On the other side of the country, the Sweetwater Union High School District in Chula Vista, Calif., is achieving similar results with a different approach. Seeking to decrease high dropout rates, the district created an incentives plan to push schools to lure back into the system "hard-to-reach" students who abandon school. Principals are allowed to keep the state's per-pupil allotment for each dropout enrolling in one of six new "youth centers." After paying operating costs, principals can spend the remainder at their discretion. Students, meanwhile, work on individually paced learning plans to prepare them for graduation.

The year before launching the youth centers, 2,200 of the district's 27,000 high school students dropped out, says Superintendent Anthony Trujillo. Dropout numbers have since declined to about 600; there is a waiting list to enroll in the centers; and many of the centers' graduates are successfully entering the workforce or post-secondary training. "Our product is attracting the students back to school," says Trujillo.

Will Incentives Work?

As businesses become more concerned about the low abilities of high school graduates, some experts argue that industry shares the blame for poor preparation because employers traditionally have discounted students' achievements other than the diploma. Though research has shown that graduates with better grades are more productive, employers typically do not weigh this factor when hiring.

"We don't send good signals about what students need to accomplish in high school" so that employers will hire them, says Cornell University's Bishop, who has studied the relationship between school achievement and productivity on the job. Students have little incentive to study for high grades or test scores if they believe employers desire only a high school diploma. In countries such as Japan, where schools have close relationships with employers and recommend top-achieving students for jobs, the sense that high school achievement is important to career success "influences everybody's behavior," he adds.

Creating incentives for students to work hard is one goal of "Worklink," a project launched by the Educational Testing Service (ETS) in conjunction with the National Urban League and the Human Resource Management Center of Tampa, Fla. The project, being piloted this year in Tampa, Indianapolis, Ind., and Spokane, Wash., will establish a system to provide employers with performance-based information about students' educational achievements and activities. Students volunteering to take part will have information about their credentials placed in a computerized database that is open to employers. The information might include testing data, teacher ratings of student skills, and work experience.

Attempting to create incentives "is a dicey business," admits George Elford, who directs the Washington, D.C., office of ETS. But Elford believes school officials as well as employers will support the project, which ultimately may be expanded to other sites. In a nationwide survey, moreover, students responded positively to the idea of the Worklink project, he adds.

Projects such as Worklink, which seek to coordinate the efforts of schools and businesses, are one way to improve prospects for job-seeking graduates. Experts such as Doris Coy, past-president of the American School Counselor Association, say another essential component of school efforts is an emphasis on career education, which should include both job exploration and counseling as well as practical lessons on how to write a resume and how to dress appropriately for a job. ASTD's Carnevale adds that schools can also make curriculum content more applied, rather than "spoon-feeding discrete skills" to students.

The Philadelphia project attempts to integrate all these components, and that may be one reason for its success. "It's not any one piece that makes the difference," notes Ponsen. "It's all the pieces put together." ■

—John O'Neil

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2—Information from HEATH

Spring 1990

TRANSITIONS FOR YOUNG ADULTS WITH LEARNING DISABILITIES AND OTHER SPECIAL NEEDS

Away From Home After High School

Postsecondary program planning is particularly difficult for some learning disabled students, or "slower learners," who have other needs and are not able to take advantage of a traditional college degree program. Many need more support than adapted teaching strategies; they need substantial reinforcement on some of the basic skills of living, but they are not developmentally disabled and do not qualify for many services offered through the established adult systems such as vocational rehabilitation (VR), supplementary support income (SSI), adult education, etc. They often fall "between-the-cracks."

Like others of their age group, these young adults are in a transition period; but, unlike others, they seem to need an extra five to ten years to reach the stage of being able to manage their lives, even on a semi-independent basis. It takes extra encouragement, patience, and varied approaches for them to learn the basics: managing a place to live, developing a skill or trade that leads to employment, and the social patterns to retain a job (to be skillful "at the water fountain," so to speak), friends, and satisfactory living arrangements.

Services and programs offered to this population change constantly as the need waxes and wanes. Sources of funding may come and go, and new programs are initiated as parents and advisors increase their skill and understanding in dealing with both short- and long-term options. HEATH's resource paper **Young Adults with Learning Disabilities and Other Special Needs,** recently updated, describes a variety of established and new programs.

In greatest demand are residential training and education sites where young adults can continue learning the necessary skills of basic living with age-appropriate peers. Some of these young people see siblings and classmates "going away to college," and they too want the experience of living away from home and participating in similar social and academic activities. Their parents recognize that they need continued structure, supervision, planned activities of social and educational nature, and slowly increasing responsibility. Parents are looking for a two- or three- year program that provides well-qualified staff to take over the supervisory role, at least for part of the year; offers additional adult role models; and includes a vocational component that could lead to employment. A few private programs are available for those with the necessary resources; other programs utilize public funding systems already in place for adults.

The vast majority of existing programs have been created by families that have combined resources to establish nearby living and training opportunities for their young adults. Once in operation, such programs extend the opportunity to individuals from other communities or states. Some of these are planned as two- or three-year, non-degree programs and some offer a certificate of training. They utilize public funding along with existing services for which their sons and daughters are eligible, to hire staff to supervise apartment living, do job searches, and provide job coaching.

Home-Based Approach

There are many circumstances under which learning disabled young adults continue to live at home during the years immediately after high school. The parents' philosophy and instinct may be to allow, even encourage, a longer home-based period for maturing and gradual attainment of skills as the most manageable and perhaps the most cost-effective plan. In other instances, the home-based pattern evolves by default when efforts to arrange for other options fail or those that have been selected come to an end. A way to deal positively with such a period is to outline, on paper and with intention, the components of a Home-Based Transition Plan. These components include advisors to help with job or education search, gradually increasing responsibilities for aspects of basic living, and social activities.

Many young people today begin their work lives through contacts assisted by someone in the family or its network of friends. Students with disabilities, however, often face a longer start-up period. They need for the family, extended family, or others to continue to provide the basic security of living, in addition to encouragement and suggestions. They need guidance toward those who can evaluate work skills and interests or suggest training opportunities. As they try various entry level jobs, vocational plans, and types of social situations, these young adults may change goals, friends, and acquaintances several times, just as students living away from home do. He/she does what seems to work for a while, trying one way or another to earn and learn, until a niche is found.

The challenges in this approach are obvious. The family may have difficulty keeping perspective and recognizing what is being accomplished, rather than being frustrated by what is not. It is also difficult to increase the young adult's responsibility, decrease dependence, and minimize negative interactions. Sometimes, resentment results from parents not knowing how to let go and/or how to promote their sons' and daughters' freedom of choice.

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Other times, parents desperately want to let go, but the young person hasn't as yet developed the initiative or skill to make the necessary moves. Particularly difficult are the different perceptions: parents advisors may believe the young person does have the ability, but the young person resists and demonstrates a lack of self-confidence; or, the young person believes he she has the ability to "make it on my own," but the parent is fearful of the "disasters" that might ensue if independent living were encouraged. This latter group of parents see the need for continued supervision but do not know how to set up a system that will provide their sons or daughters with adequate security, guidance, and training at affordable prices.

Special programs at community colleges are among the most appropriate training and educational resources for home-based transition plans, since these institutions seek to accommodate the widest possible range of students from the surrounding community. One can begin in the Office for Special Students, which may include those with language needs, age-related needs, or disabilities. Request an evaluation to see if basic, non-credit academic work is needed. Counselors can make recommendations about course load, appropriate professors, available developmental or remedial courses, and which program combinations would fit with part-time jobs, transportation constraints, or other activities. Many community colleges offer vocational training programs, and many counselors are experienced in working with specialists at the nearby Vocational Rehabilitation Agency.

Another option is to begin assessment and training at a local Vocational Rehabilitation Center. The goal of that system is to assist people whose disabilities impede work. But the level of knowlege, training, and initiative for problem-solving among VR counselors varies; and frequently there is insufficient funding and staffing for them to provide the much needed job coaching for this "borderline" population. **Vocational Rehabilitation Services, A Postsecondary Student Consumer's Guide** is the HEATH resource paper that describes the rehabilitation system.

Community-based groups are developing across the country to address the need for job search and follow-along coaching. For those who are "high-functioning," fairly well-socialized, slower learning, or substantially learning disabled, temporary on-the-job coaching can make the critical difference in successfully entering the world of employment. Employers and fellow workers often do not have the time or commitment to provide assistance to the degree necessary. A coach provides such assistance as the young person learns the skills demanded by the specific job and by the specific social context. Some such community groups are privately funded and may be staffed with skilled volunteers, such as retired professionals. Other private agencies take clients on a fee basis; and still others receive fees from a local agency or the Department of Vocational Rehabilitation. When discussing options with disabled student program coordinators on community college campuses, transition program directors, or vocational rehabilitation counselors ask for information about privately run training programs, job search, and/or supported employment services.

In conclusion, these young adults function above the level of many services available through VR but frequently not well enough to manage a full-time job or regular community college course load. The family or most interested supporter needs to continue searching for solutions through community based-agencies and other creative combinations of personal connections. While the demands of the situation can diminish, or at least change, it is wise to look for encouragement over a period of two or three years as small, successful steps are taken. .

Improving Social Skills: A Guide for Teenagers, Young Adults, and Parents and **Time Management: Strategies for Success** are two new publications designed for use by those who work with young adults with learning disabilities and other special needs. Single copies are available free while the supply lasts. Mail request to LD Project, NICHCY, PO Box 1492, Washington, DC 20013.

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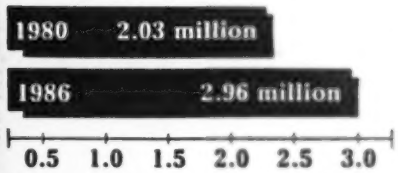
SURVEYING A CHANGING WORLD OF WORK

II. c.

THE JOB MARKET TODAY IS VERY DIFFERENT FROM THE ONE YOUR FATHER OR MOTHER ENTERED 20 YEARS AGO. HERE IS A LOOK AT A FEW OF THE CHANGES.

WORKING FOR A FOREIGN-OWNED COMPANY



Millions of U.S. workers at companies with foreign ownership

When most Americans begin their job search, they seldom plan to work for a Japanese, British, or other foreign company in the U.S. But between 1980 and 1986, the number of Americans working in the U.S. for companies with foreign ownership jumped 45 percent.*

**Survey included only foreign owners with at least a 10 percent voting interest in a U.S.-based company.*

Source: *Statistical Abstract of the United States, 1989.*

THE 10 FASTEST-GROWING JOB OCCUPATIONS, 1988-2000

Occupation	Thousands Employed 1988	Thousands Employed 2000	Percentage Change
Paralegals	83	145	75%
Medical assistants	149	253	70%
Home health aides	236	397	68%
Radiological technologists	132	218	65%
Data-processing equipment servicers	71	115	62%
Medical-records technicians	47	75	60%
Medical secretaries	207	327	58%
Physical therapists	68	107	57%
Computer-systems analysts	403	617	53%
Computer programmers	519	769	48%

Source: Bureau of Labor Statistics, cited in *National Business Employment Weekly*, February 1990.

WHERE THE WORK WILL BE, WHAT THE EARNINGS ARE

Type of worker	Percentage increase or decrease in employment*	Median annual earnings**
Technicians and related support	31.6%	$24,489
Professionals (doctors, lawyers)	24.0%	$30,[illegible]
Service workers	22.6%	$13,[illegible]
Business executives, managers, administrators	22.0%	$30,[illegible]
Marketing and sales personnel	19.6%	$22,[illegible]
Clerical and other administrative support	16.3%	$17,[illegible]
Precision-craft workers	9.[illegible]%	$24,[illegible]
Operators, fabricators, and laborers	5.[illegible]%	$18,[illegible]
Agriculture, forestry, fishing, and related occupations	5.[illegible]%	$15,[illegible]

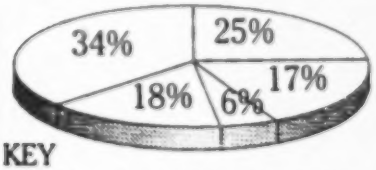
Source: U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Quarterly*, Fall 1989.

*1988 to 2000

**1987 median

FINDING THE RIGHT EMPLOYEE TAKES TIME

THIS CHART SHOWS THE PERCENTAGE OF TIME IT TAKES EMPLOYERS TO FIND THE RIGHT PERSON FOR A JOB.



KEY

18% = less than 4 weeks
34% = 4 to 6 weeks
25% = 6 to 8 weeks
17% = 8 to 12 weeks
6% = more than 12 weeks

Job hunters shouldn't worry if their job search seems to be taking a long time. It takes an average of six to eight weeks for an employer to fill a position, according to a 1989 survey of personnel officers.

Source: Employment Management Association, cited in *Career Opportunities News*, October-November 1989.

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David S. Broder

The Choice: High Skills or Low Wages

Herbert Grover, the Wisconsin superintendent of schools, says that when he organized a series of public meetings across his state this year on preparing students for tomorrow's jobs, "the auto dealers followed me from place to place." The reason: "They are desperate for people they can move into $35,000-a-year auto-mechanic jobs."

Former Tennessee governor Lamar Alexander, now president of the University of Tennessee, says: "The governors who will do most to assure their states' economic futures are the governors who lead the adults in their states back to school in this decade."

John Hurley, vice president of the Chase Manhattan Bank, says: "We have a work-force crisis in this country, because more than four out of ten of the workers who are on the job today are not being trained to do the work that today's economy demands."

Retiring Secretary of Labor Elizabeth Hanford Dole says: "Despite the current downturn, the '90s can be the best decade ever for American workers—but only if they acquire the training they need for tomorrow's jobs."

Ira Magaziner, chairman of a bipartisan commission that included former Labor secretaries Bill Brock and Ray Marshall, says: "America's choice is between high skills and low wages. Gradually and silently, we are making the choice for low wages, and it will take a major effort to change that."

Arkansas Gov. Bill Clinton says: "We are miserably failing the half of our high school students who will not go on to college, because we have no program to move them into jobs and no commitment to equip them with the skills they need to escape the inevitable poverty that awaits unskilled people."

Concerns like these are what brought an overflow crowd of several hundred people together last week for a day-long Progressive Policy Institute meeting on the "skills crisis," which poses probably the biggest threat and challenge to the future of the American economy and nation.

The focus of this meeting was to discuss whether the apprentice program developed in postwar Germany and hailed as the source of its remarkable economic growth can be successfully adapted to the United States.

The kind of system described by Magaziner in the newly published report of the National Center on Education and the Economy and, in broader terms, by Hurley in another study by the American Society for Training and Development, would blend academic and work experience. It envisages stiff academic-competency tests between the 10th and 12th grades for all students—both the college-bound and those headed into the workplace. The latter group would then take a mix of on-the-job training and further classwork, leading to a formal certification of the skills needed for what Magaziner calls the "high-performance work organizations" that are rapidly replacing assembly lines as the only sources of high-paying jobs for those without college degrees.

This scheme would require companies to expand their training facilities; unions and employee organizations to alter their membership policies; high schools, junior colleges and technical schools to revise their curricula; federal, state and local governments to rethink their employment services—and all of them to work together in unfamiliar ways.

As the conference demonstrated, none of this will be easy. The Labor Department has invested a minuscule sum in apprenticeship pilot projects in six cities, and Sen. Sam Nunn (D-Ga.) and Rep. Richard Gephardt (D-Mo.) have legislation to expand that demonstration program.

Michael Bruton, secretary-treasurer of the Chicago Federation of Labor, teed off on the Nunn-Gephardt bill and made it clear the unions want much more say about the structure of expanded apprenticeship programs.

In the corridor conversations, women and minorities remarked that even the term "apprenticeship" has bad connotations for them because of the long history of apprenticeships being used to restrict access to high-paying trades.

The people who are engaged in this discussion—including the administration's two hands-on executives—Assistant Secretary of Labor Robert T. Jones and Assistant Secretary of Education Christopher Cross—readily acknowledge they know of no "silver bullet" solution to all the problems inherent in this approach.

But the Germans have shown that conscious, focused effort to improve the academic backgrounds and the work-related skills of young people who will enter the work force in their late teens, without college degrees, can pay huge economic dividends. Stephen Hamilton of Cornell University points out that there are also important potential social gains from moving adolescents into a setting where they spend much of their time with adults who can be mentors and role models, rather than keeping them in school settings where their peers may actually discourage high-level academic performance.

But the bottom line, which no one seriously challenges, is that the difference between a bright future and the prospect of a steadily declining living standard for the majority of Americans rests on increasing the skills of today's and tomorrow's workers. We had better be about the task.

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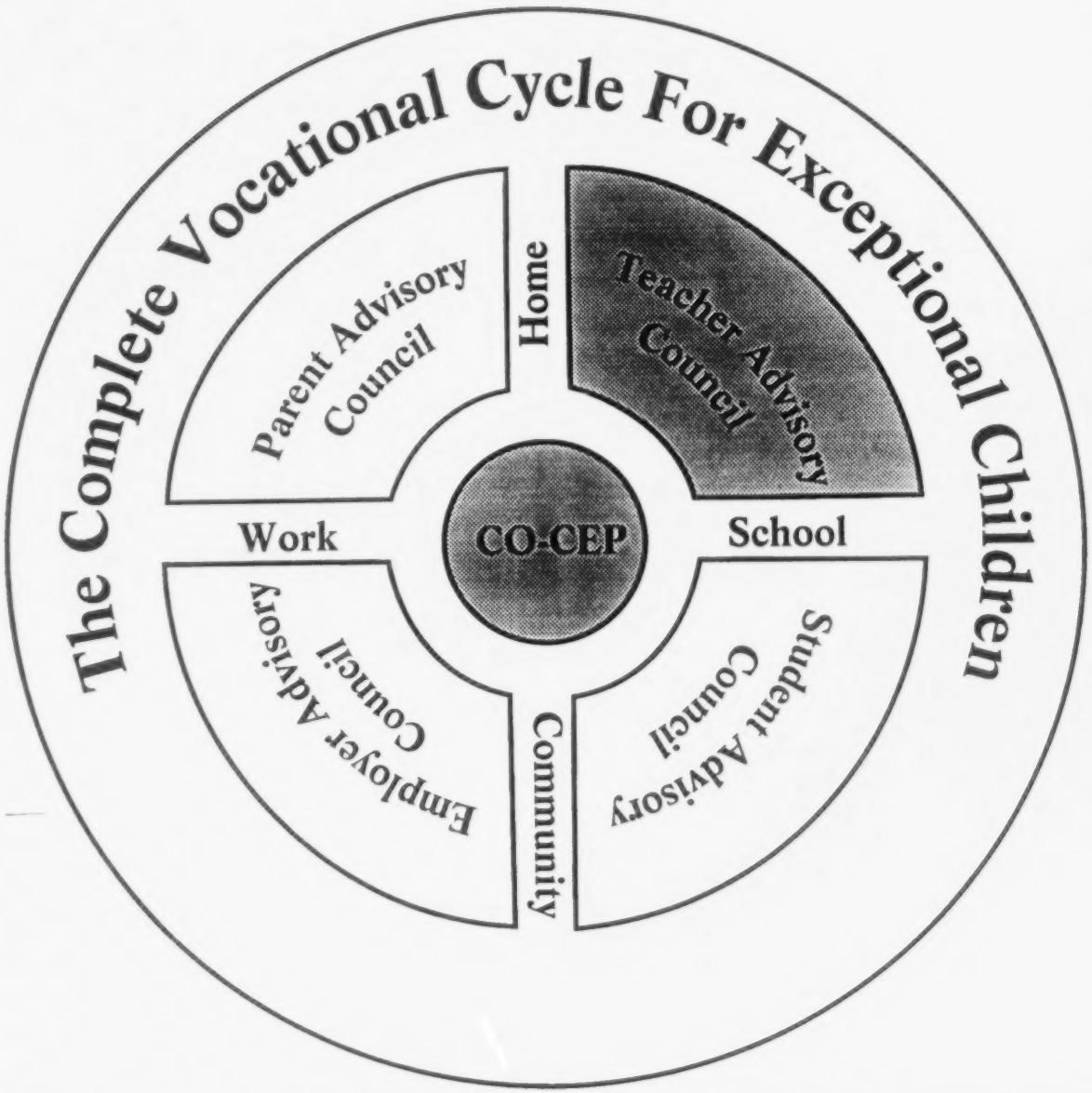

The Vocational Support Wheel for the Seriously Emotionally Disturbed Student

TONY'S CHOICE

Directions: Read the following account of how Tony reached his career decision, then answer the questions below.

The question came up the night Tony and Jennifer were decorating the gym for the winter dance. "Tony," asked Jennifer, "what are you going to do with your life? You say you want me to marry you, but we can't make plans until you decide what kind of career you want."

"Oh, I'll probably end up doing what my father wants me to do." Tony chanted: "I'll go into the hotel business, like he did. I'll work my way up to be manager, like he did. I'll . . . ."

"That's not funny," Jennifer said. "I know you don't want to be in the hotel business. You've told me that a million times. You ought to do something that makes you happy. Tony, I don't want to be with you if you're not going to be happy."

"You know what I like to do," he shrugged. "I like to draw, decorate, and design things. How could I earn money doing that?"

"Why don't you find out?" she said.

Tony stopped by the library the next day, and ended up looking through the U.S. Labor Department's *Occupational Outlook Handbook*. He was surprised at the number of job titles under "Designers". The handbook listed package designers, textile designers, interior designers, and several more.

"Set designers," he read, plan "movie, television, and theater sets." Tony blinked. He had done the set designs for every school play since junior high. He loved it. His father had a friend who ran the local TV station. Maybe she could give Tony some career tips. "Maybe I should just forget it," thought Tony.

But later, Tony talked to the drama teacher, who told him to "go for it." He asked his counselor for help, and she gave him the address of the American Society for Interior Designers (ASID). Tony wrote to ASID, and a few weeks later, he received their career kit.

One March afternoon he summed up his options for Jennifer. "There's only one TV station in the city. That means there aren't a whole lot of local job opportunities. The owner of the video rental shop said he has a good friend in a movie studio in Los Angeles who would probably hire me if I show talent. But it sounds risky. On the other hand, the designers-society kit suggests that I take art courses to qualify for a designer job that pays pretty well. But that would mean I couldn't get into the business right away.

"Well," said Jennifer, "if you stay here, you could commute to the state university and start taking design and art classes, and you could keep your evening job at the art store. Taking classes might help you decide what kind of designing you'd like. In the meantime, I'm going to stick with my plans to get a degree in restaurant management. After we finish school, if we're still together, we could save for a couple of years, get married, and then move on to Los Angeles, where you could get a job." Tony was silent.

"I don't think you ought to keep putting this decision off, Tony," she said. "At some point, you have to choose."

"I have," Tony smiled. "I'm applying to State tomorrow."

Directions: Use these questions to uncover the key steps in Tony's decision-making process. Answer them on the reverse side of the paper.

1. What question set Tony off on his career search?
2. List the source(s) of information he consulted.
3. What source(s), if any, did he fail to tap?
4. Summarize the options he came up with.
5. State a pro and a con argument for each option.
6. How do you feel about the decision he finally made?

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THE WASHINGTON POST (December 1990)

III. b.

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Trying to Bridge The Job-Skills Gap

Labor Dept. Aims to Improve Education of Non-College-Bound

By Frank Swoboda
Washington Post Staff Writer

Labor Secretary Elizabeth Hanford Dole sees an American work force in crisis.

An estimated 20 percent of the work force is functionally illiterate, and millions of other workers earn their living with skills that soon will be obsolete. Between now and the end of the decade, demographers predict, 85 percent of new job entrants will be women and minorities, groups still struggling to join the workplace mainstream.

So, under Dole, the Labor Department is focusing on fundamentals. She sees a "window of opportunity" for the government, she said in an interview, to help "provide the skills for a lot of people who have been last in line, people who have been on the outside looking in."

And with the projected shortages of skilled workers, Dole added, "Business clearly has a vested interest in helping to prepare these workers."

The nation is experiencing its lowest work force growth rate in 40 years, with the number of workers entering the job market expected to increase by about 1 percent a year. "What you see is that we've passed the Baby Boom, and you don't have a lot of young people coming into the work force," Dole said.

In an effort to attack the shortage of skills, Dole said the department has undertaken a number of initiatives she hopes will eventually help change public schools' curriculum. Today, nearly half of high school graduates do not go on to college or other forms of higher education. Dole said she considers that group a forgotten element of society in terms of job preparation. In addition, 500,000 teenagers drop out of high school each year, she said.

Dole recently appointed a special commission headed by former labor secretary William E. Brock to develop a set of "national competency guidelines" for high schools so that graduating students will receive the kind of training needed to meet the new skills demanded by industry. The commission's executive director is Arnold Packer of the Hudson Institute, who has directed much of the research for the recent "Workforce 2000" studies performed for government and industry.

The Brock commission is scheduled to report to Dole in May. She emphasized that "this is not a [mandatory] standard; these are guidelines," but said she hoped to have them distributed to all public schools.

"We keep hearing from businessmen and women, 'We've got jobs, but the young people coming out of high school don't have the skills to fill those jobs,' " Dole said. "The key is: How are we going to provide through our schools the kind of training that's needed?"

Dole noted that the United States is "one of the few Western industrialized nations that does not have a for-

Dole: "Businesses now realize they have a vested interest."

department, after looking at what other nations are doing, will soon begin a $3 million demonstration program called "Two-Plus-Two," in which employers hire students during their last two years of high school and during two years of community college training.

Another approach being considered by the department is an expansion of apprenticeship programs to a broad range of industries, including some in the service sector. Dole said she would soon appoint a commission to explore that possibility. The Labor Department has jurisdiction over certifying apprenticeship programs.

Dole said the department also is considering a plan to refocus the referral system for the nation's state employment services toward the neediest cases.

Currently, Dole said, the state employment services spend $800 million, funded by the Labor Department, but place only about 4 percent of the non-farm job applicants that seek help. In addition to testing and attempting to find jobs for individuals seeking work, the state employment offices process claims and distribute unemployment benefits.

Questions being debated in the Labor Department over the role of the employment service range from whether the service should concentrate only on people with unemployment claims to whether the service should simply be eliminated because it places so few people in jobs.

"By early next year, we hope to be ready with legislation," Dole said.

The department also is seeking a change in the Job Partnership Training Act, the government's primary manpower program, to focus more on helping the disadvantaged find work. This move has been in the works for some time and has bipartisan congressional support.

The various department initiatives share a common thread in a time of tight budgets. Almost all the training programs being considered are employer-financed.

"It's in their vested interest, and many businesses now realize they have a vested interest," Dole said.

Occupational Information Worksheet

Name of occupation: _____

Source(s) of information: ___*Occupational Outlook Handbook*
___*Military Career Guide*
___Other books
_____
_____
_____
___Computerized Information or Guidance System
___People
____ Someone who does this kind of work
____ Counselor
____ Military recruiter
____ Other

1. Nature of Work
What does a worker in this occupation do? _____
_____
_____
_____

2. Working Conditions
Where is this work usually done? _____
_____
_____
_____
Does this occupation require work that might be dangerous or be a physical or health problem for me? _____
_____
Does this occupation often require working hours or locations that might be a problem for me (frequent overtime, evening or weekend work, travel away from home)? _____
_____
Does this occupation require doing physically strenuous work or working outdoors? ____
_____

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3. Places of Employment

Are there jobs in this occupation near where I now live? _____

_____

If there are jobs in this occupation nearby, what are the names of some of the companies/places where I might do this work? _____

_____

_____

Is part-time employment usually available in this occupation? _____

_____

4. What rewards and satisfactions are likely to be found in this occupation? _____

_____

_____

What things that I want are missing? _____

_____

_____

5. What interests, abilities, knowledge, and skills are helpful in this occupation? _____

_____

_____

What are the opportunities for advancement in this occupation, and how might I prepare for advancement? _____

_____

_____

6. Employment Outlook

What is the employment outlook in this occupation? _____

_____

_____

7. Earnings

What is a typical starting salary in this occupation? _____

_____

_____

How much do people who have been in this occupation for 10 years usually earn? _____

_____

_____

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8. Additional Information

Where can I find out more about this occupation? _____

_____

_____

9. Education and Training:

Type and amount of education/training required:

___On-the-job training

___Apprenticeship

___One or two years voc./tech. school or community college

___Two-year college degree/certificate

___Four-year college degree

___Graduate or professional school after four-year college

What kinds of courses or training do you want? _____

_____

_____

What are the names of three places where you can get these courses or this kind of training? _____

_____

_____

10. Paying for Your Education.

Will you have to pay for these courses or training, or will you be able to be paid as you learn? _____

_____

If you have to pay for your education or training, how much will it cost? _____

_____

What kinds of scholarships or loans are available to help you pay for your education or training? _____

_____

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CAREER SCHOOLS OFFER "HANDS-ON" TRAINING

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Employers today are frequently looking for employees with more specialized skills than a high school education or even a four-year liberal arts college degree may provide.

Our increasingly high tech marketplace has, for instance, dramatically intensified the demand for technicians in the electronics, robotics and computer fields. Today's more automated office environments require clerical, secretarial and administrative support professionals with word processing and basic computer skills. Even accounting clerks today generally need to be computer literate to be employable, as do front desk and reservation clerks working in the hospitality and travel industries.

It's estimated that three out of four jobs by 1990 will require some type of trade or technical training. Conversely, in 1986, employment specialists indicate that only 15 percent of new jobs required a college degree.

America's more than 3300 private career, trade and technical schools seem to be filling the need for this specialized education for nearly two million students annually. According to NATTS (National Association of Trade and Technical Schools), an association headquartered in Washington, D.C. representing over 1200 accredited career schools nationwide, "enrollment in private trade and technical schools has jumped 18 percent in the last two years alone."

Most career schools say they work in tandem with their communities, business and industry leaders to design curricula that will produce the skills and knowledge needed by local employers. Curricula tend to be extremely practical and "hands on" rather than theoretical in orientation, although necessary theory is included in the programs. The emphasis is on developing the practical skills and experience that can get students hired directly into business and industry, say spokespersons of NATTS and AICS (Association of Independent Colleges and Schools). Many schools ensure this "real world" orientation by hiring as teachers those with applicable industry experience to complement their teaching credentials.

Currently, private career and technical schools offer more than 120 different disciplines including civil engineering, commercial art, electronics, medical and dental technology, computer graphics, refrigeration, secretarial studies and x-ray technology. Programs vary in length, generally lasting six to 24 months depending on the subject matter.

Most schools offer placement assistance for new graduates and alumni. Many programs also qualify for various forms of tuition assistance, provided the applying student meets stated financial aid requirements.

Who should consider attending these schools? Apparently students from every age, educational and experiential background can benefit.

> ***"It's estimated that three out of four jobs by 1990 will require some type of trade or technical training."***

New high school graduates, homemakers re-entering the job market after years of childrearing responsibilities, and workers displaced by layoffs in declining fields or industries affected by changing technology have all enhanced their marketability by completing these specialized training programs.

Many former production workers from America's increasingly automated manufacturing sector, for instance, are now computer, electronics and robotics technicians, projected to be among the fastest growing professional categories for the 1990's. Other individuals laid off by major corporations have found that to remain in their current profession, they must update their skills. Many draftsmen, for instance, affected by downsizings in the automotive industry, have found it necessary to attend trade schools to acquire CAD (Computer Aided Design) skills to compete for available drafting jobs. Many former secretaries have been able to re-start their careers by taking training programs that enable them to use their typing skills on today's office computers and word processing equipment.

Even those with current four-year liberal arts degrees have enrolled in various career school programs to acquire the specific skills and "hands on" experience required by employers in many fields today.

Vocational rehabilitation counselors say private career and technical schools have also enabled many individuals injured on the job or affected by illnesses that limit their physical activities, to enter fields that are less physically rigorous. Many former warehousemen and construction workers, for instance, have moved into the "in demand" professions of electronics and computer technicians, among others, by investing time in technical training programs.

What should you look for when considering a particular school? Here's what the experts say:

- ***Accreditation:*** Is the school accredited? According to NATTS, accreditation is usually listed in the school's catalog.
- ***State Licensing:*** Most states require licensing, and a notice regarding licensing should also appear in the school's catalog.
- ***Hands on Training:*** Does the school provide a lab or shop area that offers "hands on" experience with up-to-date equipment in your chosen field? What percentage of the curriculum time is devoted to hands-on experience?
- ***Placement Assistance:*** Does the school have someone on staff who devotes all or part of their time to contacting employers and arranging interviews for appropriate positions? Ask for a list of companies that have hired through them. Ask if you might call a few of the students they've placed as references.
- ***Financial Aid:*** A number of student loan and tuition assistance programs are available for those attending career, trade and technical schools. If re-training is required as a result of displacement from an industry or because of physical disability, other funding sources will often be offered. Ask the financial aid advisors of any schools you approach to provide information regarding the various sources of financial aid available, and obligations involved in each.

For more information about schools and specific programs in your geographic area, contact: Association of Independent Colleges and Schools (AICS), One Dupont Circle, Suite 350, Washington, D.C. 20036, (202) 659-2460. For a free listing of private accredited career schools nationwide, write to: NATTS, P.O. Box 10429, Department HT, Rockville, Maryland 20850. Include $1.00 for postage and handling. □

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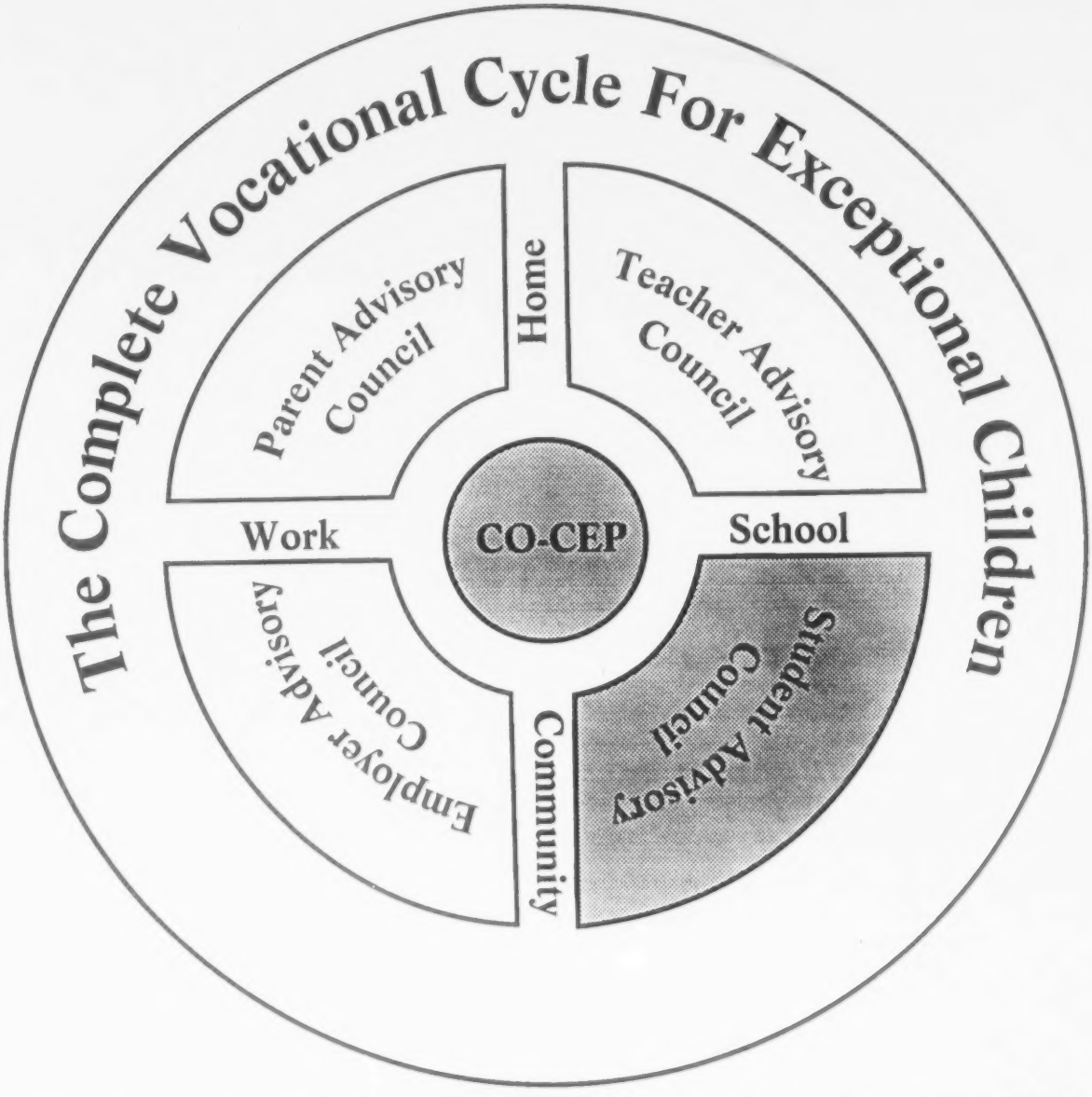

The Vocational Support Wheel for the Seriously Emotionally Disturbed Student

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High School_____ Date _____

The student's first responsiblity is to the school. It is the student's/school's responsibility to make satisfactory arrangements with the employer concerning his/her work schedule on those occasions when their presence is necessary at school.

2. The student participating in a work-cooperative training program is subject to all school regulations.

3. The student will not terminate his/her job without consulting and obtaining the approval of the coordinator.

4. The employed student, upon completion of his daily classes, must either report to his/her job, or remain in school for a supervised activity arranged by the cooperating teacher.

5. The student who is between jobs must, upon completion of daily classes, remain at school under supervision or engage in other activities as directed by the cooperating teacher.

6. The student will be expected to conform to the requirements of the school and the employer with respect to grooming.

7. The student will display mature, responsible behavior that will reflect credit to himself, his school, and his employer.

. No student will work on days he is absent from school unless advance permission has been given by the coordinator. Violations of this rule will be treated as truancy. It is the responsibility of the student to notify the coordinator and the employer by 9:00 a.m. each day of an absence.

9. Transportation to and from the place of employment is the responsibility of the student. Transportation arrangements must meet with the approval of parents and the school administration.

10. On-the-job training of the student will be provided by the employer. The coordinator must approve all jobs and reserves the right to change the student's job if deemed necessary.

11. Employment conditions, including total hours worked by the student, will be approved by the coordinator, the student and the employer.

12. Parents and guardians will assume responsibility for the student's conduct and safety from the time he leaves school until he reports to his job and from the time he leaves his job until he arrives home.

The undersigned have read and agree with the policies listed.

_____ Student

_____ Parent or Guardian

_____ Department Chairperson

_____ Principal

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JOB INFORMATION SHEET

NAME_____AGE_____

ADDRESS_____

PHONE NO._____

EVER WORK BEFORE? YES NO

IF YES, WHERE?_____

HOW LONG DID YOU WORK THERE?_____

WHY DID YOU LEAVE?_____

LIST SHOPPING CENTERS NEAR WHERE YOU LIVE

1. -

2.

3

4

LIST YOUR JOB PREFERENCES

1

2.

3.

4.

WHAT IS YOUR SCHOOL SCHEDULE?

1.
2.
3.
4.
5.
6.

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GRADE

A B C D F IV. c.

CTIC 7731

Fairfax County Public Schools

WORK COOPERATIVE PROGRAM

EMPLOYER'S EVALUATION OF STUDENT TRAINEE

Student's Name _____ Training Agency _____

Occupation _____ Date of Report _____

This report is used as a method of grading the student and is also used as a guide for coordinator-student emphasis on weak areas. Please be as objective as possible when evaluating the work experience of the student. Your cooperation will be appreciated.

Place a check mark in only one block and use the one which best describes the student's performance in each area.

I. JOB SKILLS					
QUALITY OF WORK	Poor	Fair	Good	Above Average	Superior
KNOWLEDGE OF WORK	Lacking	Very Little	Moderate	Well Informed	Complete
CARE OF EQUIPMENT AND MATERIALS	Wasteful	Negligent	Sometimes Careless	Good	Excellent
INITIATIVE	Lazy	Needs Urging	Fairly Steady	Constant	Hard Worker
JUDGMENT	Poor	Lacking	Reasonable	Sound	Unusually Good
NEATNESS AND ORDER	Slovenly	Unsatisfactory	Satisfactory	Very Neat	Extra Neat

II. PERSONAL CHARACTERISTICS					
INTEREST	Not Interested	Mildly Interested	Quite Interested	Very Interested	Enthusiastic
RELIABILITY	Unreliable	Irregular	Satisfactory	Dependable	Trustworthy
COOPERATION	Rebellious	Antagonistic	Tolerant	Cooperative	Very Cooperative
MANNER	Unpleasant	Indifferent	Agreeable	Gracious	Winning
CONFIDENCE	Timid	Over Confident	Confident	Self-Reliant	Excellent

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ICT Coordinator

Employer/Supervisor

QUANDER ROAD CENTER/THE SOUTHLAND CORPORATION PARTNERSHIP AGREEMENT

On this twenty-seventh day of September 1989, a partnership has been entered into by The Southland Corporation and Quander Road Center.

The mission of the business-education partnership between Quander Road Center and The Southland Corporation shall be to provide vocational experiences, to enhance self-esteem, and to promote leadership opportunities for students within this special education center.

This partnership will provide a constructive program for the youth of the school community by utilizing The Southland Corporation staff and selected resources.

A. *The Southland Corporation will*:

1. Provide special awards and events for outstanding students.
2. Provide tutorial assistance as applied to vocational/work opportunities.
3. Provide shadowing experiences, mentoring and cooperative education, and employment opportunities to qualifying Quander Road Center students.
4. Provide guest lecturers or presentations to individual classes, departments, or staff.

B. *Quander Road Center will*:

1. Utilize The Southland Corporation personnel and resources as offered.
2. Encourage students to participate in shadowing experiences, mentoring and career opportunities.
3. Provide art work, music, crafts or other entertainment for The Southland Corporation whenever possible.
4. Provide use of facilities and grounds for The Southland Corporation.
5. Identify at-risk students who will benefit from The Southland Corporation resources.

C. *Both parties agree to*:

1. Designate partnership coordinators.
2. Appoint representatives to the Business/School Partnership Steering Committee, which will meet monthly and be responsible for overseeing and reviewing all partnership activities.
3. Provide an orientation for Quander faculty and The Southland personnel involved in the project.
4. Publicize the program for maximum exposure within the school, the corporation and the community.
5. Encourage the interaction of the school community and The Southland Corporation for their mutual benefit.

The partnership may include any or all of the projects listed in A and B, but is not limited to those. The Steering Committee will conduct periodic reviews and will evaluate the program in September 1990 to determine the feasibility of continuing it. This agreement can be modified or terminated at the discretion of either party.

Accepted and agreed to:

Dr. Robert Spillane
Superintendent
Fairfax County Public Schools

Alfonso Cornish
Corporate Division Manager
The Southland Corporation

Dr. June Q. Webb
Assistant Superintendent
Fairfax County Public Schools

Jim Thornbro
Student Body Representative
Quander Road Center

Otis Peaks
Market Manager
The Southland Corporation

Margaret Quayle, Principal
Quander Road Center
Fairfax County Public Schools

Spencer R. Bartley
Division Recruiter
The Southland Corporation

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Spencer's Special Forces

_____ agree to abide by the Special Forces Contract.

ATTENDANCE:
I will attend all classes on time each week.
I will bring notes for any absences.

BEHAVIOR:
I will follow all the rules stated in the Student Handbook.

ACHIEVEMENT:
I will increase my grade point average.

If I fail to meet the above criteria, I understand that I will be withdrawn from this program.

_____
Student Signature

I will support and encourage my son/daughter in achieving the goals of this contract.

_____
Parent Signature

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SHADOW PROGRAM

To: Juniors and Seniors
From: Mr. King and Mrs. Latta
Re: "Shadow Program"

All Juniors and Seniors are invited to participate in the "Shadow Program". What is "Shadow"? It is a chance for an upper level student to visit with and follow a professional or nonprofessional worker on the job for a day. The student is excused from all classes while on "Shadow", but naturally is expected to make-up work which is missed.

Let either Mr. King or Mrs. Latta know of an occupation you are interested in shadowing and he/she will make a contact for you.

How does a Junior or Senior get involved with the "Shadow Program"?

1. Complete the form at the bottom of this page.

2. Wait for Mr. King/Mrs. Latta to contact you with the date of your shadowing.

3. Have parents sign permission slip and return it to Mr. King/Mrs. Latta.

4. Complete follow-up report within a week of your shadow experience.

5. Encourage other students to shadow.

What better way to research a career goal than to have "hands on" experience? If you are even considering a particular career, why not find out more about it? Your entire future may very well depend on your job happiness and security. Why not take advantage of all opportunities offered to you in high school? Complete the form below and return to Mr. King/Mrs. Latta today.

YOUR NAME_____ GRADE_____

OCCUPATION YOU ARE INTERESTED IN SHADOWING:

_____

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THE DIFFERENCE BETWEEN WINNERS AND LOSERS

1. A winner says, "Lets find out." A loser says, "Nobody knows."

2. When a winner makes a mistake, he says, "I was [illegible]." When a loser makes a mistake he says, "It wasn't my fault."

3. A winner is nearly as afraid of losing, as a loser is secretly afraid of winning.

4. A winner works harder than a loser and has more time; A loser is always "too busy" to do what is necessary.

5. A winner goes through a problem. A loser goes around it, and never gets past it.

6. A winner makes commitments, A loser makes promises.

7. A winner says, "I'm good, but not as good as I ought to be"; A loser says, "I'm not as bad as a lot of other people."

8. A winner listens; A loser makes promises.

9. A winner respects those who are superior to him and tries to learn from them; A loser resents those who are superior to him, and tries to find chinks in their armor.

10. A winner explains, A loser explains away.

11. A winner feels responsible for more than his job; A loser says, "I only work here."

12. A winner says, "There ought to be a better way to do it"; A loser says, "Thats the way it's always been done here."

13. A winner paces himself; A loser has only two speeds--hysterical and lethargic.

Author Unknown

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QUANDER ROAD CENTER AS A POWERS CENTER

WHAT IS A POWERS CENTER?

A POWERS Center is a location where creative approaches and resource networks are brought together to successfully educate, train and employ special needs populations for the future workforce.

Does a POWERS Center have to be a School?

A POWERS Center can be an elementary or secondary school, a school for special needs, a non-profit agency, a business, or other locations.

What are the components of a POWERS Center?

A. A special needs population;
B. Specific, identified needs of the population for education, personal development, career orientation;
C. Strong leadership for change;
D. Coordinated program to meet specific needs;
E. Goals for expected outcomes;
F. Cooperative planning for program development and utilization of resources;
G. Facilitators within each organization;
H. Networking of resources to meet identified needs.

What is the benefit of becoming a POWERS Center?

A. Networking to resources for the special needs population;
B. Improvement of the population's self-esteem, achievement levels, life skills, and career options;
C. Employment for special needs populations;
D. Coordinated support for program development and staff training;
E. Support for families, businesses, and others working with special needs populations.

Does the program for the Center have to be developed before application is made?

No, the program does not have to be fully developed. The POWERS staff will be available to assist in the process.

How does a location become a POWERS Center?

202 - 848 - 9735

Contact Mr. Spencer Bartley at the POWERS office ~~(703) 658-6581~~ to obtain information about the program, requirements, and resources.

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